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ABSTRACT

This proceedings includes the following papers: "Multimedia Case Studies--Business Reality for Students" (Agneberg); "Interactive Development and Design--A Business Approach" (Agneberg); "Ethics Instruction for Workforce Development" (Arnold); "Career Development Focus in Lincoln County" (Beam); "Reengineering for Student Success: The Program Alignment and Semester Conversion Process of the North Carolina Community College System" (Beddard); "Surfing the 'Infobog' (Information Overload)" (Brantley); "Designing Dynamic 'PowerPoint' Presentations" (Broughton); "More Classroom Games That Increase Teaching Effectiveness" (Caudill, Lambert); "Preparing Students for the 21st Century--Employee Skills that Employers Seek" (Cauley); "Responsibilities of Leadership" (Cooper); "Ethics: Does Knowing Right from Wrong Make a Difference in What Students Do?" (Griffin, Anderson); "Fact Based Program Review: Making the Best Decisions" (Giovannini); "Snapshot View of Computer Use by North Carolina's Marketing Teachers" (Goins); "Virtual Reality in the Marketing Classroom" (Goins); "Multimedia and Web Design with ToolBook II and Java" (Hall); "Organizationally Sponsored Mentoring Program (Major Themes and Issues)" (Blue); "'Retooling' Your Vocational Middle School Program" (Mayo et al.); "Enhancing Awareness of Global Marketing Opportunities" (Hayes); "New 'Ice Breakers' for Your Interactive Business Classes" (Henson); "Experiential Education--A New Partner for Teacher Education Programs" (Holsey); "Impact of Block Scheduling on the Instructional Program and Vocational Student Organizations in Business Education" (Jewell); "What Should Be Included in Portfolios, and Can They Be

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Used by Professionals in Education?" (Jewell, Jewell); "Effectiveness of Work-Based Learning Strategies in North Carolina" (Jewell); "Taming the Dragon for Business and Marketing Education--A Partnership for Success! (Voice Recognition)" (Joyner); "Workforce Preparation: Critical Considerations" (McEwen); "Managing Your Classroom for the '90s and Beyond" (Moon); "WordPerfect 7.0 Templates" (Skelton, White); "ABCs of Applying TQM in the Classroom" (Swope); "Program Promotion via the World Wide Web" (Truell); "Motivation to Participate in Distance Education: An Analysis Based on Houle's Typology" (Truell, Turner); "Carteret/Craven/ECU [East Carolina University] Partnership" (Wallace, Parke); "KFC [Kentucky Fried Chicken] and Central High School: A Partnership at Work" (Wells); "Survival Skills for Business and Marketing Education" (White); and "Exploring the Internet" (Wilson). (MN)

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in Business and MarketinG EDUCATION

14th Annual
Atlantic Coast
Business & Marketing Education
Conference

PROCEEDINGS

Volume 8

Sponsored by
Department of Business, Vocational,
and Technical Education
East Carolina University

February 21 & 22, 1997

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14th Annual
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PROCEEDINGS

Volume 8

Sponsored by
Department of Business, Vocational, and Technical Education
East Carolina University
Greenville, NC 27858-4353

February 21 & 22, 1997

Editorial Statement

Proceedings of the 14th Annual Atlantic Coast Business and Marketing Education Conference were reviewed prior to publication. Sincere thanks is expressed to the members of the review board who generously contributed their time and expertise to the review of the abstracts submitted. Without their conscientious review of the abstracts and their dedication, this document could not be published. Members of the 1997 review board were:

Phyllis Broughton
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John Swope
East Carolina University
Greenville, North Carolina

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Rosewood High School
Goldsboro, North Carolina

A special thanks is extended to all the authors who submitted abstracts to be considered for publication.

Special appreciation is expressed to **Elizabeth Hodge** and **Eric Houston**, graduate assistants in the Department of Business, Vocational, and Technical Education at East Carolina University for their invaluable assistance in publishing the Proceedings.

My appreciation is also expressed to **Cynthia Smith**, our departmental secretary, and all of the faculty, staff, and students within the Department of Business, Vocational, and Technical Education. This conference is made possible because of their loyalty and dedication. Without their assistance, none of this would be possible.

Also, for the many speakers, presiders, exhibitors, DPI staff, and other people who have assisted with the conference, I would like to extend my gratitude. The success of this conference is truly an example of one of the greatest **Partnerships for Workforce Development in Business and Marketing Education** that has been created.

Ivan Wallace, Editor

Proceedings of the 14th Annual Atlantic Coast Business and Marketing Education Conference are also published at the following URL:

http://www.bvte.ecu.edu/acbmec.htm

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Multimedia Case Studies— Business Reality for Students

Craig Agneberg

Cincom Systems, Inc.

Introduction

In today's busy world where five year curricula have replaced the traditional four year approach, how can we make room for some business reality courses rather than stacking on other so-called necessary core courses. Can you imagine giving your students the opportunity to make realistic decisions about managing projects, developing professional communications, working in a team environment, and prioritizing work according to deadlines. They can even be fired for lack of performance. *Which atmosphere do you think your students would thrive in—this one, or the one where they continue to passively sit in traditional courses.* The following case study approach provides the student with actual work experience in as realistic of a setting as possible short of on-the-job training or interning.

Multimedia courses and curricula are becoming a more relevant part of students' education in community colleges as well as in four year colleges and universities. Typically the multimedia courses help students learn the basics of an authoring language such as Authorware or ToolBook, learn various graphics programs such as Photoshop or PaintShop Pro, and learn the development steps in the production of a multimedia project. These activities may encompass one course or a few courses over several years. Case studies have become a more integral part of college courses in recent years and provide a realistic view of the world of work allowing students to become a part of a company and make real life decisions based upon realistic content in the case study.

The case study approach in the area of multimedia development can be very effective. In a dynamic case study, however, the students play a more active part in the development activities versus a more passive traditional role of just responding to questions concerning the case study. In the active case study, the teacher becomes the sponsor and the subject matter expert for the project and will provide the input necessary for the students to begin the case study development process. The students will then be encouraged to follow the development process just as they would in a real life situation. One view of the development process steps are as follows:

- Kickoff Meeting
- Prototype Content
- Prototype
- Final Content
- Beta Version(s)
- Final Review
- Final Delivery

This works best when students are formed into groups of two or three persons. The groups will be responsible for developing the formal communications to the sponsor, including the Description of Work (includes a formal statement of work to be accomplished, schedules, and costs) as well as producing and presenting a prototype version, beta version(s) and final version of the project.

Some of the components of this active case study approach includes student objectives (outcomes), prerequisites, pre-project checklists, day-by-day procedures and to-do lists, grading overview, and forms that can be utilized in the grading process.

Interactive Development and Design— A Business Approach

Craig Agneberg

Cincom Systems, Inc.

Introduction

Successfully developing interactive multimedia projects takes a logical and well organized plan. Interactive projects put together in a haphazard manner can usually be assured of not meeting their intended objective and wasting considerable sums of money for the client. This leads to dissatisfied clients which in turn leads to possibly losing them as a satisfied customer.

There have been many different approaches or checklists purported for developing interactive multimedia. Each new project initially begins by following the steps as listed. But more often than not one or two steps get combined with other steps as the project evolves. Somehow all the steps and pieces of the project get completed in spite of the checklist not being followed. Each of the process steps used at Cincom Systems is listed below with a brief summary of the activities completed in each step.

Kickoff Meeting

This meeting is used to formally set the overall structure of the project including objective(s), target audience, delivery environment/media, and subject matter expert (SME); develop a preliminary content outline; and to arrive at workable timelines agreeable to all groups. Attendees should include the sponsor, SME, project manager, instructional designer, graphic designer, and development engineer. From this meeting will come the Description of Work document.

Prototype Content

Using the preliminary content outline from the Description of Work document, a complete outline is developed in conjunction with the subject matter expert (SME). *Storyboards* are first developed for the prototype and approved by the SME and sponsor. Approval is then given to finish content development. This stage will produce the storyboards for the prototype program. During the next stage, prototype development, final content will continue to be developed.

Prototype

After the prototype content has been finalized, a prototype application is developed with the following components: general look-and-feel, main menu functionality, and one track of the program developed with functionality. The sponsor and SME review the prototype and make suggestions for changes and adjustments. This review is the final sign-off for design of the project. Any major changes in content, design or functionality of product may result in cost adjustments for additional time needed to make changes. The output of this stage is a prototype program for sponsor/SME to review and approve.

Final Content

The SME will work closely with the instructional and/or graphic designer to complete content development and storyboards for the entire project. The final content outline and storyboards will be the outcome of this stage with Sponsor/SME giving final approval.

Beta Version(s)

All sections of the program are being developed at this stage. The sponsor and SME will review beta versions, as necessary, and will supply changes as needed. Quality assurance begins testing the product with changes sent to the develop-

ment engineer and/or graphic designer. The beta version(s) of the program serve as the output of this stage.

Final Review

This stage requires the sponsor and SME to review the product in its entirety. Suggestions for final changes must be given at this time. Output at this stage consists of a written list of documented changes to the final program.

Final Delivery

Delivery of the final version of the project—the end product. This will normally be in an installable compressed format or on CD-ROM. The final disk(s)/CD-ROM serve as the output of this stage.

This interactive approach to interactive development has been continually refined as each project has been completed at Cincom Systems. And interestingly enough, these steps work for not only interactive multimedia projects but also for animation's and web development activities as well.

Ethics Instruction for Workforce Development

Vivian Arnold

East Carolina University

Introduction

With increasing diversity among individuals in the workforce—many nationalities, changing demographics, and new patterns of values and needs—ethical issues have surfaced as a concern for employers and educators. The SCANS and the ASTD reports defined what was basic and what was specific, but also identified a new grouping of skills between the two. These between skills, labeled "soft skills" or generic skills, are needed by most everyone who enters the workforce. Hofstrand (1996) identified these "soft skills" as thinking skills and included ethical skills in the list.

Brown (1995) suggested that ethical skills should be well developed by the time students leave high school. As Nappi (1990) noted, they should by that time "...have acquired not only knowledge and skills to enhance their capacity to perceive and think clearly about moral issues, but also the ability to put ethical beliefs into practice" (p. 177). In fact, Jones (1989) reported that teaching business ethics to students at the postsecondary level may be necessary just to keep their moral development from declining. What is the status of ethics instruction for workforce development?

Investigation

To answer this question, research was completed to determine the status of ethics instruction via a survey instrument created by Fox and James (1995) which was administered to business educators at regional conferences held in Georgia and North Carolina in 1995. Respondents represented individuals from 13 states who taught at the middle school, high school, and post secondary educational levels. Further, each respondent provided demographic information about their educational background, current teaching assignments, and teaching experience. For the course which was identified as most often used for teaching ethics concepts, the respondent indicated the frequency of including ethics-related activities and the teaching method(s) found to be most effective. Each respondent also provided information regarding commitment to teaching ethics, what the motivation for teaching ethics was, and perception of preparation to teach ethics. Descriptive statistics, including means and standard deviations, analysis of variance, and correlation procedures were used for data analysis.

Findings

Participants at general sessions of the Southeastern Business Education Conference on February 3, 1995, and the Atlantic Coast Business and Marketing Education Conference on February 17, 1995, completed the survey. Sixty-one percent of the participants (392) who received the survey completed it. Fifty-three percent of the 392 respondents (208) who completed the survey taught ethics concepts, and 47 percent (184) did not teach ethics.

The 208 respondents identified the following courses as being the most frequently noted for including ethics instruction:

Computer Applications	42
Accounting	33
Keyboarding	27
Office Procedures	22
Business Communications	19
Office Technology	18
Cooperative Work Experience	18
Business Law	18
Management	15
Introduction. to Programming	13
Various other courses	22

Note: **Some respondents listed more than one course.**

When respondents reported the frequency of including ethics-related instruction, **every** instructional unit was the most popular time frame. Every one or two lessons was the second most used frequency of instruction.

Demographic data for respondents who taught ethics included (some responses missing):

Teaching Level

Middle/High School ..... 134 teachers
Post-Secondary ..... 73 teachers

Teaching Experience

Beginning through 10th year ..... 73 teachers
11+ years ..... 133 teachers

Perception of Preparation to Teach Ethics

Highly prepared ..... 39 teachers
Adequately prepared ..... 91 teachers
Slightly/not prepared ..... 62 teachers

Other

Required to teach ethics concepts ..... 68 teachers
Chose to teach ethics concepts ..... 105 teachers

Of the 105 respondents who indicated "chose to teach ethics concepts," the most frequently noted reasons were personal commitment, knowledge, and experience. Note that 61 percent of the teachers chose rather than were required to teach ethics.

The rank order listing of the respondents' perceptions of the effectiveness of various methods for integrating ethics concepts into their instruction was as follows: The three most effective teaching methods were discussion, guest speaker, and case study. The three least effective teaching methods were field interview, panel discussion, and oral report. Role play and computer-assisted instruction were also named as methods of instruction, but these strategies ranked in the middle of the listing which indicated a median ranking for effectiveness.

The relationships among selected variables were investigated using chi-square outcomes. These variables included perception of preparation to teach, teaching assignment, teaching experience, and source of motivation for teaching ethics (by choice or required). Only one relationship, *"perception of preparation to teach ethics related to teaching experience,"* approached a significant level with a significance of .05. In this instance, beginning through 10th year teachers perceived themselves as better prepared to teach ethics than teachers with more experience. Further, teachers who perceived that they were prepared to teach ethics more frequently included ethics in their instruction, at least once in every unit taught, Chi Square of 9.59 with a significance of .02. As the Chi square outcomes indicated, motivation to teach ethics was not related to level of teaching, years of teaching experience, nor perception of preparation to provide ethics instruction.

The 208 respondents who taught ethics reported that enrichment courses, seminars, and staff development workshops as well as professional journals and college methods courses provided strategies for integrating ethics. Only a few listed textbook materials or materials provided. When asked what motivated respondents to include ethics instruction, these responses (in categories) appeared most frequently:

- industry certification
- state mandate/state standards
- competency area/required in curriculum
- personal concern/professional need
- student need and student actions

When responses were analyzed that reflected the respondents' view on the level of commitment to ethics instruction in their departments, most respondents perceived a greater commitment to ethics instruction five years from now. On a scale of 1 to 5 where 5 was greater commitment and 1 was to maintain status quo, a mean value of 3.73 was reported.

Table 1 contains analyses of variance outcomes for the teachers' perceptions of students' attitude and behavior changes related to frequency of ethics instruction. As seen in the table, every one or two lessons was most positively related to attitude and behavior changes. The least successful frequency was once per semester.

Table 1

Chi-square Outcomes forRelationships of Selected Variables

Relationship Examined	N	ChiSq.	Signf.
Perception of preparation to teach ethics related to teaching assignment (middle/high school or post-secondary)	192	42	.52
Perception of preparation to teach ethics related to teaching experience	191	3.73	.05*a*
Perception of preparation to teach ethics related to frequency of teaching ethics	188	9.59	.02*b*
Teaching of ethics motivated by choice related to teaching assignment (middle/high school or post-secondary)	173	.94	.33
Teaching of ethics motivated by choice related to teaching experience	172	2.15	.14
Teaching of ethics motivated by choice related to perception of preparation to teach ethics	170	.22	.64

a) Beginning through 10th year teachers perceived themselves as better prepared to teach ethics than teachers with more experience.

b) Teachers who perceived that they were prepared to teach ethics more frequently included ethics in their instruction, at least once in every unit taught.

Summary

Answers to specific questions served as a summary based on the findings of this survey:

1. **Are ethics concepts being taught?** Of the 392 responses, 53 percent reported that ethics concepts were taught in a variety of courses with computer applications courses being utilized most frequently. Many business education departments are planning additional ethics instruction in the next five years.
2. **Which teaching methods were being utilized?** The teaching methods found to be most effective were group discussion, guest speaker, case study and role playing. Computer-assisted instruction was ranked fifth. On the nine methods listed, teachers found oral report, field interview, and panel discussion to be the least effective teaching methods.
3. **What motivates teachers to teach ethics?** The most frequent response was that teachers were motivated to teach ethics based on their attendance at workshops, seminars, and classes. Having ethics instruction required by the curriculum, public instruction mandates, and industry certification requirements were considered important. In addition, personal convictions of the teachers, personal experience and first hand knowledge of job requirements, and observed student need were strong motivators for teachers. Having materials suitable for instructional purposes through textbooks and state-provided materials was another important motivator.
4. **Does ethics instruction make an observable difference in student attitude and/or behavior?** Forty-eight percent of the teachers who teach ethics concepts reported positive effects (rating of 1 and 2) in attitude change; however, only 39 percent rated instruction as having very positive effects (ratings of 1 and 2) on behavior change. A rating of 3 (mid-point) was chosen by 36-38 percent of these respondents for both the attitude and behavior changes.

Some respondents indicated that attitude and behavior changes are difficult to gauge, but many examples of attitude and behavior changes were mentioned by these respondents. More tolerance of other's views and awareness of what is acceptable behavior were listed most frequently. Improvements in courtesy and kinder interactions with peers was a significant observable difference.

Educational Importance

Murphy and Boatright (1994) reported that a course in business ethics can have a positive effect on students' abilities to identify the presence of ethical issues. Their research outcomes substanti-

ate that student sensitivity to ethical issues can be influenced by formal instruction in business ethics, and they indicated that improving students' sensitivities to ethical issues is an important, viable objective for instruction. "By teaching students how to recognize a moral issue, how to think critically through the alternatives, and how to decide on the best solution, we are taking positive steps" according to Goree (1992, 21).

The current research study provided insights into business educators' perceptions of their role in the teaching of ethics to prepare students for successful workforce participation. Answers to questions as to successful strategies to use, appropriate courses for providing ethics instruction, and frequency of ethics instruction add to the knowledge needed by educators today. "Soft skills" such as ethical skills are vital for successful workforce development.

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Career Development Focus in Lincoln County

Glennie Beam

Lincoln County Schools

Introduction

In Lincoln County, the career development coordinators (CDC) have the responsibility of providing and coordinating career guidance and counseling activities, publicizing workforce development, and promoting business/education partnerships. The CDC must work with numerous individuals and groups in meeting the needs of students. Groups include: (1) business, industry and labor, military personnel, and advisory groups; (2) secondary and post-secondary institutions; and (3) parents, teachers, referral and support agencies, and civic organizations.

Two partnership projects were developed in Lincoln County during 1996 to bridge the gap between education and the workplace.—*Career Day '96* and *INTERFACE '96: Educators in Business and Industry*. Career day was geared toward the decision-making process for all seventh grade students in the county. This effort helps students prepare for transition through the various educational levels needed to enter the workplace. The second project provides educators with insight into business and industry expectations.

Career Day '96

Career Day '96 was a joint effort between the Lincoln County Schools, the Lincolnton-Lincoln County Chamber of Commerce, Gaston College, and the Lincoln Economic Development Association. The two-day event was conducted at Gaston College, Dallas campus, in the fall of 1996. Business and industry representatives were invited to set up displays and discuss career opportunities

The purpose was to expose the seventh grade students to the educational and career opportunities in the greater Lincolnton area with a primary focus on the College Tech program. During the visit, the eight hundred students rotated through some twenty displays and also toured the technical programs of the college.

Career Day Objectives

The Career Day objectives were:

1. to inform young people about the importance of a technical education, employer expectations, and local labor market trends
2. to stimulate an awareness of the technology used in the various business, industry and service sectors in Lincoln County
3. to promote an understanding of the College Tech Prep program for students, parents, and teachers
4. to link in the student's mind the transition from school, to the associate degree program in the community college, and to the workplace.

INTERFACE '96: Educators in Business and Industry

INTERFACE '96 was an additional effort to expand the previous objectives with the focus on educators. The two-day event included tours of local business and industries. Thirty-seven educators visited fourteen job sites. The purpose was to give educators an opportunity to learn about businesses and industries in our area. The participants observed first-hand current work environments and the competencies needed to succeed in the workplace. The Lincoln County School System granted the participants renewal credit.

INTERFACE '96 Objectives

The following objectives were established for INTERFACE '96:

1. to inform educators about local business and industry;

2. to provide resources to inform students about local career opportunities;
3. to create a mutual awareness of and provide contacts among business, industry, and education; and
4. to reinforce the need for focus on College Tech Prep communication, math, and science competencies, and awareness of quality management.

Conclusion

Both Career Day '96 and INTERFACE '96 were positive experiences for the business community, students, and staff who participated. Although the projects required a great deal of work, they have proved to be successful in bridging the gap between school and the real world of work.

Reengineering for Student Success: The Program Alignment and Semester Conversion Process of the North Carolina Community College System

Wesley Beddard

North Carolina Community College System

Introduction

In 1993, the North Carolina legislature mandated a study of the North Carolina Community College System. The legislature required that the system "meet the educational and economic development needs of the 21st century." Two major themes were evident in the reports of the study—the need for greater accountability and greater commonality. Subsequently, in July of 1994, the legislature mandated the implementation of program regionalism.

NCCCS Program Development Services Staff viewed the mandates as an opportunity to review its delivery of curriculum instruction to achieve greater levels of consistency and continuity balanced with flexibility. They proposed a ***Reengineering*** approach which began in the Fall of 1994 that would be the most comprehensive review and upgrading of programs in the history of the System.

In 1995, the Reengineering project was further impacted by:

1. passage of House Bills 739 and 740, which mandated simplification of transfer between community colleges and between community colleges and four-year college programs, and
2. the unanimous vote of the State Board of Community Colleges to direct the System president and his staff to begin the process of converting community colleges to the semester system.

From the beginning, the decision was that the Reengineering efforts be faculty driven. In the spring of 1996 over 1500 faculty members from across the System participated in three day workshops to identify the core competencies required for graduates in each curriculum, to develop a system-wide Common Course Library containing all courses to be offered under the semester system, and to draft curriculum standards with core courses and concentration courses identified for each curriculum. During the spring and summer of 1996, all courses and curriculum standards were reviewed by faculty and administrators at all 58 community colleges in the state. Revisions were made as requested and necessary until consensus could be reached on the common requirements for each program.

During the 1996-97 academic year, colleges will be redesigning all of their curriculum programs to meet the new curriculum standards with semester courses. A pilot run of the Reengineered programs and courses will take place in the summer of 1997. Full implementation will take place with the 1997 Fall Semester.

Benefits of Reengineering

- **Up-to-date Programs**—All programs offered by the North Carolina Community College System have been updated to incorporate the latest technology and meet industry requirements for graduates. An ongoing review process has been established to ensure that programs change to remain current.

- **Consistency of Programs and Courses**—All graduates within a specific program, such as Information Systems, will possess a common set of basic competencies regardless of which of the 58 colleges they attended. The colleges will also use a Common Course Library which means that a specific course, i.e. ECO 151- Survey of Economics, will cover the same basic material at each college within the System.
- **Increased Articulation and Transferability**—The development of the Common Course Library and System-wide Curriculum Standards will make it easier for students to transfer between community colleges or between programs within a particular college. The Comprehensive Articulation Agreement which was developed jointly by representatives of the Community College System and the 16 institutions of the University of North Carolina will allow community college graduates with a "C" or better average to enter four-year colleges with junior status. There will also be a computerized articulation database with an E-mail network for transfer counselors and students.
- **Greater Program Access for Unique or Specialized Programs**—Through the regional program planning process for high-cost or unique programs, colleges are working on cooperative and articulated agreements that will provide greater access to students throughout the state. Many agreements will allow students to take a significant portion of their program of study at their local community college, with specialty or advanced courses being available through the Information Highway or the Internet, at the host college of the program, or locally with instructors provided by the host college.

Summary

The Curriculum Alignment and Semester Conversion Process (a.k.a. Reengineering) has been the most comprehensive review of curriculum programs in the history of the North Carolina Community College System. It has also been the most comprehensive staff development program as faculty and administrators from all 58 colleges have worked collaboratively to identify exactly what we should be teaching and training through our programs.

There have been many bumps and detours along the way, and many more will arise as full implementation takes place. However, beginning with the Fall Semester, 1997, the 58 community colleges in North Carolina will have the strongest programs in their history as they prepare students for the challenging careers of the 21st century. This has truly been a *WIN-WIN* endeavor for all involved—Community Colleges will have stronger academic programs and greater consistency statewide, employers will have competent employees with comparable skills throughout the state, North Carolina taxpayers will benefit from the increased efficiency in delivering workforce training and the economic development resulting from world class industries, and students and their families will benefit by having the skills necessary to empower them for successful personal and professional growth through immediate employment or transfer for additional study in their chosen field.

Surfing the *Infobog* (Information Overload)

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Introduction

Over the last ten years, the demand for information—**quick information**—has grown exponentially, and educators need techniques for handling information overload. Suggestions that teachers can use to survive information overload as they access electronic and printed information are divided into the following three categories: Personal, technological, and organizational.

Personal Suggestions

Like any problem, the *infobog* becomes easier to handle once you accept it as part of your life. Eight personal approaches that educators may try to navigate the infobog are (1) set a limited number of goals, (2) remember personal priorities that are important to you, (3) enhance your learning skills, (4) ask people above and below if you are providing too much detail, (5) make use of abstracting services or assign someone in your department to scan key publications, (6) shut off the *"beep"* notification feature on your e-mail system, (7) consider having a *"public"* and a *"private"* e-mail address, and (8) maintain a sense of humor.

Technological Suggestions

Many technologies can help close the spigot on the data deluge, including filtering mechanisms for *groupware* and e-mail, software agents that scour databases, and search engines that help tame the World Wide Web (WWW). Specific techniques include (1) fax clearly worded questions to people from whom you need specific answers because a fax still bears the symbol of urgency more than an e-mail message, (2) use an electronic notepad as a portable secretary, (3) check the average age of the data you are getting, and (4) winnow out (filter) and send useful information to the right people.

Organizational Suggestions

Simplification is the key to maintaining personal control. Set aside *"quiet times"* when you do not interact with others and designate specific times when you will send or read e-mail messages.

If educators appear frustrated in trying to "Surf the Infobog," think how students must feel. Students cannot learn when they are frustrated and demoralized. Implementing the following techniques will enable you to provide new information to students without frying the students' circuits with cognitive overload:

- Talk less, and incorporate the learning points into succinct reference notes.
- Do less while your learners do more.
- Break the content into small units, and distribute the content over time.
- Design workbook pages and computer-training screens to aid memory during practice.
- Design task aids as memory supplements to be used during and after instruction.
- When task aids cannot be used, build automatic responses.
- Give new learners "training wheels."
- Detect and remedy overload during learning sessions.

Conclusion

RELAX—you'll never read all the information that is available. You cannot keep up, and you cannot escape the Infobog. Set a few goals for yourself and maintain a sense of humor.

Join me on the *Infobahn* and see how exciting 21st century communications can be in a space-age oddesy through the World Wide Web.

Designing Dynamic *PowerPoint* Presentations

Phyllis J. Broughton

Pitt Community College

Introduction

PowerPoint is a software package that enables the user to create a professional computer-generated presentation. It also enables the user to deliver a presentation on the computer and to print the presentation in a variety of formats. Once the presentation is created, the user can make 35-mm slides or overhead transparencies as well as provide handouts of the presentation.

There are several built-in features in PowerPoint to assist in the creation of presentations. AutoContent Wizard is one of these special features which helps the user to quickly design a presentation. Word processing is another feature which is used to create automatic bulleted lists, combine words and images, check spelling, find and replace text, and use multiple fonts and type sizes. PowerPoint is a Microsoft® Windows application and follows the standard menus and format of similar Microsoft® packages.

PowerPoint provides the ability for printing the presentation in various ways for distribution to audiences or classes. Several options are available for printing one slide per page—or several different sizes of miniature versions of each slide on a page. Speaker notes can also be prepared for use during delivery. An entire presentation can also be printed in outline form. With PowerPoint, slides can be easily added or deleted from existing presentations with ease.

Templates of many different design specifications are also available. Each template has a specific color scheme for the slides and the arrangement of different elements. You can add clip art, graphics, and text to any slide. Animations, video, and sound bytes can also be easily incorporated into a PowerPoint presentation to help captivate the attention of today's MTV audiences.

Graphing features provide for creating and inserting charts into presentations. Graph formats include two-dimensional graphs*: area, bar, column, combination, line, pie, xy (scatter)*, and three-dimensional graphs: *area, bar, column, line, and pie.*

Summary

With its powerful outlining function and design *Wizards*, PowerPoint gives the user an opportunity to be creative in a timely and professional manner. The final results will impress any audience and add extra dimension to your next presentation.

More Classroom Games That Increase Teaching Effectiveness

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Introduction

Students of all ages seem to enjoy games in the classroom. However, marketing educators have been slow to enthusiastically embrace the concept that carefully-chosen games can indeed increase teaching effectiveness and excellence. In addition to improving the quality of marketing education, utilizing games in the classroom can do the following:

- establish a classroom *"climate"* conducive to student participation
- cultivate a group spirit and active learning
- help students see that marketing is "real world"
- reward students and create enthusiasm about the course
- introduce new topical areas, reinforce lectures and review material before a test
- offer an occasional change of pace
- get majors
- encourage less motivated students

There can also be several drawbacks to playing games in the classroom, however. First, a teacher can play too many games, which reduces their impact. Second, games played too close together lose their uniqueness. Third, not all games are successful. The first author, who has developed over 100 in-class exercises, has found that only about one of four new games tested prove successful enough to modify and use again. Therefore, an understanding administration is critical. It should be noted that some supervisors disapprove of "games" in the classroom. Instructors should carefully select a few and play so infrequently that students request another game.

Ideas for games can be found in the most unusual places. Several of the most effective games in marketing are variations of television game shows. Some textbook authors include games in their books or instructor's manuals. Always be on the look out for new ideas, and you will be surprised how many develop. For every course, there is potential for developing games. Ask your colleagues to share with you games they have developed. You can then modify and use their games in a different way.

The best games are simple, relevant, flexible, current, and real, as described in the following text:

- **Simple**—Instructors who have had a great deal of experience with games in the classroom suggest that the most successful games have very few rules and easy directions. Students seem to get discouraged if they can't figure out in a minute or two how to play the game. A complex game often defeats the purpose of playing. And in some cases can result in the exact opposite of your objective occurring.
- **Relevant**—Researchers argue that games played just to "kill" time are most often ineffective. The game should parallel or follow class lecture or discussion of a topic. For example, in Advertising class a *"Logo Win Lose or Draw"* game follows a lecture on trademarks, *"Name that Slogan"*, and using celebrities in advertising. In Principles of Marketing, a game about pricing restaurant menus is played immediately following the pricing chapters and lecture material.
- **Flexible**—The most productive games are adaptation of exercises with which students al-

ready have some familiarity. Using a match game, for instance, is usually more successful than fill in the blanks. Students do much better when they have choices from which to pick. Active games such as performing nonverbal communication signals or a scavenger hunt can also be very constructive.

- **Current**—Students seem to enjoy games which incorporate new information and/or examples. For instance, twice a year (Super Bowl and Fall) the Advertising slogan game is updated to include new slogans and envisions of existing slogans. Marketing is so dynamic that examples and illustrations need to change from one semester to another. Updating your games can be one way of introducing this new information to your students.
- **Real**—One of the major criticisms of business education is the lack of a "real world" viewpoint in the curriculum. Playing games is certainly an effective way to make the textbook and lecture material more *"real"* to students. By using real world examples in the classroom games, students will be better able to see the connection.

Following are some suggestions for playing in-class games:

- **Groups of three work best**—Students learn from each other and chances are good that one of the three will have read the text material. Over three members in a group situation may frequently result in a situation where one or more of the group members do not participate.
- **One copy to each group**—It has been found that when each individual in a group gets a copy of the game, less group discussion occurs.
- **One page games work best**—While there may be exceptions, generally 26 (a-z choices) is about the maximum number of questions you should give on a game that covers one particular topic. The one sheet suggests nonverbally that the game isn't long, complex, or time-consuming.
- **Bonus points work best**—Many "prizes" have been tried including gifts, candy, certificates, and "the joy of winning," but bonus points seems to win hands down. Many students are grade-conscious and an incentive of a point or two added to a test seems to satisfy the winner sufficiently.
- **Play for 10-20 minutes**—Researchers have found that the most effective in-class games do not last the entire period. For some reason games lasting more than 20 minutes are not as fun for students. Moreover, playing the game toward the end of class seems to motivate students better than at the beginning.

Summary

Marketing games can be an effective tool for improving teaching and classroom learning. In addition to improving the quality of marketing education, marketing games encourage active learning, reinforce concepts from the textbook and provide a "real world" view of marketing.

Preparing Students for the 21st Century—Employee Skills that Employers Seek

Mary M. Cauley
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Introduction

The economic success of our national economy depends upon the ability of businesses and industries to produce the goods and services consumers want and need and to remain competitive while doing so. To be productive and competitive, businesses and industries must have a quality work force with the skills, knowledge, and attitudes required to do the job. To provide the necessary education and training to make students employable, educators must know precisely what employers seek in their employees. Therefore, effective partnerships are necessary between employers and educators to communicate current and emerging work force needs and issues.

According to Hull and Parnell, "It's time for American educators and employers to wake up to the sophisticated changes that have already taken place and those that are accelerating at an alarming rate in modern industry. We no longer need just blue-collar workers and white-collar workers... but 'blue-and-white-striped-collar workers'—production employees who are paid to think." (Hull and Parnell) Employees must be smarter and more flexible today and able to perform many tasks requiring cognitive as well as psychomotor skills.

Career survival will depend upon having the right skills and experience to meet the needs of the 21st century workplace. (Portland) *What are these skills employers want in their employees? What must educators know to prepare students for 21st century jobs? What skills must employees possess to give employers their competitive edge?* Although we may not know now the jobs that will be available with the coming of the next century, we do know many of the skills that will be needed; and we know that 85 percent of the jobs are or will be technical in nature. (21st Century) According to workplace skills research conducted jointly by the U.S. Department of Labor and the American Society for Training and Development, there are critical workplace skills that employers seek in their employees. (Carnevale, Gainer, and Meltzer)

In addition to the basic workplace skills that will be required, including such academic skills as reading, writing and arithmetic, the well-rounded 21st century employee will have acquired other specific skills. The researchers (Carnevale, et.al.) categorized those skills into seven groups: **(1) foundation skills**—learning to learn **(2) competence**—reading, writing, and computation **(3) communication**—listening and oral communication **(4) adaptability**—creative thinking and problem solving **(5) personal management**—self-esteem, goal setting/motivation, and personal/career development **(6) group effectiveness**—interpersonal skills, negotiation, and teamwork and **(7) influence**—organizational effectiveness and leadership.

In a 1996 research project, employers and educators in Charlotte, North Carolina, formed a partnership to survey the job skills employers in Charlotte want and to help shape workforce development programs to meet those needs now and in the future. (UNC Charlotte) In the job skills survey, employers were asked to respond to questions regarding the basic skill levels, thinking skills, and workplace competencies needed by employees today and in five years, as well as factors they consider when hiring employees.

In Charlotte, the basic skills needs in the order of importance were found to be reading, speaking/listening, basic arithmetic, and writing. Five thinking skills needs were ranked in order of importance as follows: problem-solving; learning new skills; decision-making; understanding diverse cultures and people; and understanding graphs and charts.

The workplace competency that ranked first was work ethic, while interpersonal/team skills ranked second. The next six areas of most importance were using time, money, materials, space and staff wisely; acquiring and using information; performing technical tasks specific to the job; using total quality management concepts; computer literacy; and leadership. Charlotte employers were asked to identify the top five technical/job-specific skill needs in their workplace. They ranked computer related skills first, office related skills (such as secretarial, clerical and filing) second, and management related skills (such as planning, presentation and scheduling) third.

The Charlotte study found that employers (99.9 percent) consider an employee's attitude and demeanor as the most important factor in making hiring decisions. Employers (97.2 percent) rated previous work experience second in importance.

In addition to having a good academic background, entry-level employees must have participated in work-based learning which at a very minimum reinforces basic skills and provides for new learnings. Diversity training, cross-cultural relations, and the use of technology are examples of important training that can be either learned or enhanced on the job. (Deresky) According to both high school and college graduates, not having practical work experience is often an insurmountable obstacle to finding a job. "Hands-on experience, coupled with a sound education base, appears to be among the major requirements for newly developing jobs. American employers and educators need to rethink their positions on practical training and remember that the best job prospect is the person who possesses both theoretical knowledge and practical experience." (Hull and Parnell)

Conclusion

Technological change and competition are two major forces influencing the need for new training for jobs for the 21st century. (Portland) The literature is replete with examples of employer and educator partnerships that are working to determine the skills employers want in their employees and the types and levels of education and training that will be necessary to produce a quality workforce for the 21st century. No one has all the answers, but employers, educators, and employees are focused in the right direction, as they break away from traditional thinking structures and embrace innovative ideas for educating and training employees for the 21st century workforce. (Portland)

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Responsibilities of Leadership

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Introduction

Leadership is a topic that has been studied by theorists in all professional fields for decades. Just the simple task of identifying a definition of leadership is an overwhelming encounter. According to Warren Bennis and Burt Nanus, authors of ***Leaders: The Strategies for Taking Charge,*** there are over 350 academic definitions of leadership. Regardless of the definition used, the heart of all leadership is found in the individual. Leadership is always focused on the person. Circumstances many times determine what actions the person may be able to implement; however, the person still chooses the actions.

Leadership Characteristics

Leaders share many common characteristics. When studying leadership models and leaders, common organizational characteristics of the person are identified by almost all sources. These include the ability to relate to others through effective communication, effectiveness in accomplishing tasks, and a persistence and dedication to the cause. In the area of personal characteristics, there is also a commonality of characteristics. These include ambition, focus of continuous personal development, and the ability to accomplish goals within groups of people. Leadership abilities are not inborn; rather they are developed over a period of time. Certainly, the effectiveness of leadership is developed through experiences.

The importance of leadership is evident to most individuals who must work within groups of people or organizations. Leadership allows for the opportunity to look forward and beyond today within groups and organizations. Leaders get us to tomorrow by living effectively today.

Even though there is much common ground found in the characteristics of leaders, there are many different types of leadership and many aspects of leadership. Leadership varies from situation to situation. Leadership is not an all inclusive performance of endless abilities. Leadership usually requires performing a few things very well. Most studies of effective leaders reveal that leaders are generalist and can perceive concepts in a broad sense; however, they always have a few things they perform at a high level of accomplishment.

The responsibilities of leadership are important in organizations because fulfillment of duties and responsibilities ensures smooth functioning. The leader has many responsibilities within a position, but probably the foremost is knowledge of his position and organization. This is followed by identifying a plan for fulfilling the responsibilities. Good communications by the leader ensures the greatest understanding by others involved in the organization and is cricital in leadership.

A leader has expectations for acceptable performance by himself and by others. This is demonstrated through stated expectations as well as encouragement for growth and development of others. Leaders are focused on job performance in a timely manner and quality output. Leaders are sensitive to the image they present to others and the manner in which they represent their organization. Ethical behavior is a given standard of performance for effective leaders.

Summary

Leaders are effective in organizations by developing visionary processes, cultivating others, and identifying directions for both the individual and the organization.

Ethics: Does Knowing Right From Wrong Make a Difference in What Students Do?

Mary Alice Griffin and Patricia Lynn Anderson

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Introduction

The purpose of this study was to determine if there was a correlation between students who had ethics instruction compared to students who had not had ethics instruction in their ability to recognize unethical situations and their willingness or unwillingness to participate in the unethical behavior.

The survey instrument used in this study was adapted by permission from one developed from Drs. Vincent and Meche and their students at the University of Southwestern Louisiana (USL). Each situation described in the survey was unethical. After each situation students were to respond to two questions—(a) *Do you consider the situation unethical?* and (b) *Would you do it?* The students also were to indicate the amount of ethics instruction they had had.

The surveys were distributed to freshmen and seniors at Valdosta State University (VSU) and Valdosta High School (VHS). The Valdosta results were compared and contrasted to the study performed by Vincent and Meche.

Seniors

Sixty-two percent of the VSU seniors indicated they had ethics instruction some time during their college years. Thirty-nine percent of the VHS seniors indicated they had ethics instruction. One hundred percent of the USL seniors indicated they had ethics instruction since the survey followed a study of ethics in an office management class.

One hundred percent of the USL seniors recognized the situations as being unethical compared to 83 percent of the VSU seniors and 33 of the VHS seniors.

To the question, *"Would you do it?"*, 73 percent of the USL seniors responded that they would not participate in the unethical behavior. Twenty-nine percent of the VSU seniors and 13 percent of the VHS seniors indicated that they would not participate in the unethical behavior.

Freshmen

Of the VSU freshmen, only 17 percent indicated that they had ethics instruction while only 12 percent of the VHS freshmen had ethics instruction. No statistics were available for USL freshmen.

Fifty-five percent of the USL freshmen recognized the situations as being unethical compared to 58 percent of the VSU freshmen and only 4 percent of the VHS freshmen.

In response to the question, *"Would you do it?"*, 14 percent of the USL freshmen responded that they would not participate in the unethical behavior. Only 4 percent of VSU freshmen and none of the VHS freshmen indicated that they would not participate in the unethical behavior.

Conclusions

There were two major conclusions of the study:

1. Seniors at both university and high school levels are more likely to recognize unethical situations than freshmen.
2. Students who are exposed to an ethics unit in a course (or courses) can more easily identify unethical situations and are less likely to participate in unethical behavior than students who have not had ethics in a course.

Fact Based Program Review: Making the Best Decisions

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Introduction

The purpose of program review is to provide feedback on how programs and courses within programs are performing and to act as a catalyst for improvement. Programs should undergo a thorough review every three to four years. There should be two main components within a program review. Programs should be reviewed for their market viability—placement rates, employer surveys, etc.; these are often referred to as indirect measures. A review of the teaching methodology and curriculum to include each course and instructor should also take place; such a review is said to be a more direct measure of program performance.

Assessment Indicators

Indicators used to assess a program's market viability include, but are not limited to: (1) *demographics on students in the program,* (2) *head-count enrollment,* (3) *credit hour enrollment,* (4) *ratio of headcount to credit hours enrolled,* (5) *graduate information to include data on grade point average,* (6) *ratio of headcount to the number of graduates,* (7) *ratio of credit hours enrolled to the number of graduates,* (8) *average length of time for graduates to complete the program,* (9) *retention data to include the number of students beginning in the program and the percentage of students retained for at least one more semester,* (10) *course withdrawal data for each program specific course and instructor,* (11) *graduate placement and satisfaction data obtained by surveying recent graduates,* and (12) *comments from graduates.*

Indicators to assess teaching methodology and curriculum should, in part, provide for a thorough review of each course. The assessment should ensure that what is being taught is what is being delivered to students and eventually on what students are evaluated.

Evaluation of Course Content

What is being taught should be evident in the course syllabi. Course syllabi should document the knowledge, skills, and beliefs needed by the learner to successfully exit a course. Syllabi should contain a course description, course goals, course focus, text and references, learner contributions, course evaluation, course schedule and performance objectives.

What is being delivered requires interaction among the learner, instruction deliverer, and course content. Optimal learning activities are framed by one of five generic theories of learning, including association, task development, goal seeking, stimulus-response-reinforcement, and problem solving. Any of these delivery tools should have elements that include the instructional topic, prerequisites, pretests, interest approaches, instructional practices, assignments, instructional methods, exemption tests, instructional materials, and post-tests. This approach ensures that what is planned is also delivered.

Evaluating the course content should be effective and efficient. Consequently, test items should conform to the intent of the instruction as manifested in the planning and delivering of course content. Thus, test item types should be used accordingly from eight possibilities, including true/false, matching, multiple-choice, completion, short answer, essay, skill check lists and affective check lists.

Evaluation of Instruction

A comprehensive evaluation of instructor by students should also be a major component of assessing teaching methodology and curriculum. The instrument should evaluate those factors that are most critical to teaching and learning. Factors should include, but not be limited to, instructor commitment to student learning, instructor preparation and organization, instructor/student interaction, testing, course objectives, and course assignments.

Extensive research has proven that student ratings of classroom instruction are a valid source of information for use in faculty evaluation and instructional development.

A nationally recognized state-of-the-art survey system should be used. Features of such an instrument should include, but not be limited to, national factor mean comparisons, integrated instructor participation (a survey form for instructors to assess each class), validated instruments, and a comprehensive reporting process.

The survey report should include norm-referenced factor and item (questions) means from a national sample to provide national factor mean comparisons. The national factor mean comparison is a critical step in providing a complete and comprehensive study of teaching effectiveness.

Summary

The assessment measures used in a fact-based program review process have as their greatest utility the use of such objective information to make programmatic and personnel decisions. Such decisions should be used to determine the market share and market growth potential of a program. Those determinations will guide fiscal and human resource decision making for the purpose of improving and positioning the program for future success.

A program review process would not be complete without allowing instructors the opportunity to discuss the teaching and learning process and their own personal views. Faculty should document the methods of classroom assessment they employ, state the teaching strategies they use, indicate what teaching methods are used to address multiple learning styles, and demonstrate how they are incorporating technology into the curriculum. In addition, instructors should list awards earned and grants secured, describe the faculty development activities in which program faculty participate, and prescribe the additional training that would enhance their effectiveness in the program.

A Snapshot View of Computer Use by North Carolina's Marketing Teachers

L. Keith Goins

East Carolina University

Introduction

Computers have invaded our schools and communities. Educators are requesting and placeing orders for new equipment, hookups for the Internet, and programs to develop new curricula around using computer technology in the classroom. In many school systems, workforce development teachers are leading the way in requesting and insisting that new computer equipment be supplied to meet the changing demands of the business world. More and more knowledge about computers and how they are used will be essential in helping workforce development students prepare for a computerized, information-based society in they will live and work.

Computers, videos, CD-ROMs, simulation software, virtual reality, multimedia—these are the new tools that are replacing the filmstrips, slides, overhead projectors, and typewriters in classrooms of yesteryear. *Are marketing teachers ready for the challenge that faces them in the new computerized world? Do marketing teachers in North Carolina know how to incorporate more computerized instruction or simulations into the curriculum?* These are the questions that a recent study of technology in the marketing education programs of North Carolina was developed to answer.

Preliminary results should provide North Carolina marketing educators with an idea of current trends and future needs to keep abreast of changes within the marketing technology arena. The initial findings indicate what marketing teachers responding to the statewide survey say about technology in marketing education classrooms. Additional data is being collected that may provide more findings later.

Initial Findings from the Study

Computer Use

- A majority of North Carolina's marketing teachers surveyed use the computer for a variety of activities, the most common uses being for test construction and recording of grades.
- The majority of marketing teachers indicated that they have at least one computer in the classroom.
- Other areas of use included DECA projects, classroom instruction, and limited Internet queries.
- Considering the equipment accessible to the marketing teacher, the majority of the teachers reported that they use a computer between 25 percent and 50 percent of the time while at work.

Computer Type

- IBM or IBM compatible computers are most frequently used in North Carolina marketing classrooms.
- The average computer contains at minimum a 386 processor.
- The majority of computers contain less than 8mb of RAM memory

Software Packages Used

Word Processing Packages

- Microsoft® Works was reported as being the most popular word processing software package used.
- Microsoft® Word was the second most popular word processing program.

- WordPerfect was the third most widely used word processing package.

Spreadsheet Packages

- Microsoft® Works was reported as being the most popular spreadsheet software package.
- Microsoft® Excel and Claris Works were reported as the second most popular spreadsheet software choices.

Database Packages

- Microsoft® Works was again reported as being the most popular software package used for databases.
- Microsoft® Access was mentioned as the next often most used database program. *(note: most often on home computer—not loaded on computer(s) at school)*

Conclusions

Based upon initial results of the study, it is evident that a majority of marketing teachers may not be prepared with adequate computer skills to meet the ever demanding challenge of preparing their students for the future. On the other hand, marketing teachers may have the computer skills and knowledge necessary—but lack hardware and software that is essential to using computers more productively and effectively in classroom instruction and as tools in keeping abreast of current technology trends in the marketing arena of the business world.

The marketing industry is constantly changing, and computers are a necessity in any type of marketing function in today's society. With the continuing flexibility and demands of the marketing industry and the demands for employees who are computer literate, marketing teachers need to adopt a philosophy of change and seek ways to incorporate more computer skilled activities into the classroom. Using the computer as an instructional tool is one way to demonstrate to marketing students the importance of having those technical skills necessary to succeed in today's competitive world.

Virtual Reality in the Marketing Classroom

L. Keith Goins

East Carolina University

Introduction

Are you still teaching store design and layout by using an old cardboard box or maybe a shoe box? If so, then it's time you gear up to the technological 90s. Architectural engineers, landscape architects, construction engineers, and even marketing educators are now using the computer to generate and create 3-D renderings for use when planning their projects. Yes, virtual reality (VR) is here! While you may think that it is only available to NASA or even to Jean Luc Picard on Star Trek, it's right at your fingertips.

There is a better way to get your students excited about retail store design and layout. Use virtual reality on the PC to help students produce great looking stores that are three dimensional and allow them to visually walk through their designs and make modifications.

Virtual Reality Software Programs

There are several programs available that will allow you to incorporate this technology into your classroom at an economical cost and with ease. For example, some of your colleagues in technology education and trade and industrial education have used Autocad for years. Autocad could be used as well in the marketing classroom. Perhaps you could share the program with other teachers.

Another program that will enable you to do more than what you really need to do in the marketing arena, but could be utilized, is Microsoft® Station for Bentley Systems. The Bentley Systems program could be a package that the entire workforce preparedness department of the school may be interested in purchasing.

There are numerous other software packages offered that allow you to create home designs, including a program for designing landscapes. With the use of these programs and a little creative genius, students can layout a retail store or even design a mall. The Virtus Corporation of Cary, North Carolina, has several programs that can easily accommodate marketing education VR needs. Their programs include: Virtus Walkthrough, Virtus Pro, and Virtus VR. These three programs differ in complexity, but can update and enhance the integration of technology in the marketing curriculum more cost effectively. Through educational discounts from the various software companies that distribute the Virtus products, the most basic package can be obtained for as little as $50. Virtus Walkthrough costs approximately $200, which is really a small expense when you consider the benefits of how it can be used to further prepare your students in the classroom with current technology skills.

How Do VR Software Packages Work?

What is virtual reality? Why is it called virtual reality? Virtual Reality on the computer allows you to visually walk through the actual design of a store or your creation in a 3-D format which enables you to see where you would be going through the eyes of the consumer (called an observer). The opening screen divides into a split view. The view on the left is the *layout design view*. This view can be seen from the top or from the front similar to an architect's drawing. It allows you to see what you have created in 2-D form (basically a floor plan). The view on the right side of the screen is the 3-D view. It is called *walkview*. It's amazing and exciting to use the program once you get started. The program comes with several predesigned models that allow modification to fit individual needs. If the predesigned models are not useful, then new designs may be created by using the drawing tools that

work much like traditional *"Paint"* or *"Draw"* software packages.

Using VR in Marketing Education Programs

By enabling students to be involved in what they are creating and allowing them to visualize more effectively how various elements such as location, store design, interior design and structure of retail stores affect retail businesses, virtual reality programs can ccompliment and enrich present marketing curricula. Used in conjunction with marketing texts, curriculum guides, MarkED LAPs, etc., virtual reality will provide students with a thorough review of concepts and principles necessary for designing and creating a retail business from the ground floor on up. Depending on the instructor's emphasis, these programs can be used in a variety of classes and on all grade levels. For example, in the retail merchandising courses at East Carolina University, students must design the store in relation to space allocation, merchandise assortment, product profitability, and rental space—not forgetting the store theatrics involved in a retail store. On the other hand, a secondary program may be concerned with only designing and laying out the store for accessibility and creativity for maximizing customer service.

Summary

There are numerous uses for virtual reality in marketing education. Computers are a necessity in any successful marketing program today, and virtual reality is one way to update and improve your program on keep it on the cutting edge in marketing education.

Multimedia and Web Design with ToolBook II and Java

Tom L. Hall

Pitt Community College

Introduction

ToolBookII is the latest release from Asymetrix (http://www.asymetrix.com) and is advertised as a comprehensive product family that provides all the components needed to develop and deploy Internet-based distributed learning packages. This product line offers a family of software applications for authoring, management, and access tools for the distribution of an interactive multimedia learning package on the World Wide Web.

ToolBook II provides support for native Internet standards so that authors are able to create WebBook applications based upon HTML and Java. Familiar page and hyperlink metaphors are easily applied to the development of these WebBook applications. Authors can create these WebBook applications for Internet delivery as well as native ToolBook applications for CD-ROM or network (LAN) delivery. Native ToolBook applications can also be converted to WebBook applications.

ToolBook II Authoring Products

- **ToolBook II Instructor**—the next generation of the Multimedia ToolBook CBT Edition targets instructional designers and developers who need the full power of a scripting language. Developers can also choose from over 200 Java widgets that have been created for Distributed Learning applications and Native ToolBook applications.
- **ToolBook II Publisher**—provides a perfect solution for native Internet multimedia applications such as kiosks and online books as well as native ToolBook applications.

ToolBook II Instructor is one of the most popular development tools on the market today for Microsoft® Windows. This software package allows you to design applications that provide complete control of text, graphics, other multimedia objects, and Visual Basic controls. With it, one can quickly position and size visual media such as bitmaps, video, and animation. Sound and volume controls can be added with little effort while the widgets provide for creating applications with ease with a minimum of programming. ToolBook II Instructor has extended ToolBook's development process by providing several excellent new utilities and resource management capabilities. These include:

- **Book Specialists** that automate the common authoring tasks and create entire application frameworks by answering a few simple questions;
- **Internet Features** such as the Neuron *"plug-in"* for Netscape and Internet Explorer; and
- **Media Packager** and **Setup Utility**, along with royalty-free runtime files.

ToolBook II Instructor, the Computer Based Training (CBT) Edition for this version of Multimedia ToolBook, provides a cost effective solution for educators, government agencies, and businesses who need to train students or personnel. Conventional CBT creation can be extremely expensive to develop, design, and maintain. This CBT Edition provides a versatile and affordable system that allows teachers and instructional designers to create computer-based training, performance support systems, and other interactive learning

applications. In addition to all of the basic features, this CBT Edition includes:

- **Course Management System** includes bookmarking that automatically tracks a student's progress, giving the instructor additional input on student's advancement;
- **Test Book Specialists** allow an instructor to create an entire CBT application framework by answering a few simple questions;
- **Updated Catalog** of over 200 pre-scripted, drag-and-drop widgets that automatically add interactivity and test student comprehension of material; and
- **Professionally Designed Templates** increase authors' productivity by allowing them to choose from hundreds of templates. Instructors focus on content, not layout.

User Interactivity Made Easy with Widgits

User interactivity can be quickly added to a CBT application using the Widgets Catalog. A *widget* is a ToolBook object that contains a script or certain properties that add functionality to it immediately. The different widgets include media widgets, navigation widgets, and question widgets. Simply drag and drop a widget from the Widget Catalog onto your page. A widget can either be a single object or a group of objects. The behavior of a widget is usually determined by properties and most are ready to function as soon as you drag them onto a page in an application.

Sample Toolbook Web Sites

The Neuron Plug-in allows Internet access to native ToolBook applications from within a Netscape Navigator or Internet Explorer Web browser. Plug-in samples can be found at http: //nemesis.pitt.cc.nc.us/cbt/cbt.htm#sec1

Internet Content Book Specialists and Internet Test Book Specialists can be used to quickly build applications for Web delivery using HTML and Java. ToolBook II provides a quick conversion of these applications to WebBooks—ToolBook books that are distributed over the World Wide Web. Sample WebBook content applications can be examined at http: //nemesis.pitt.cc.nc.us/cbt/web books/content/conten_1.htm.

You may see a samples of WebBook tests at: http://nemesis.pitt.cc.nc.us/cbt/webbooks/quiz3 /quiz3_1.htm

You can connect to the following site to see the WebBook tutorial and test supplied by Asymetrix on their Demo CD. This application contains several graphics, audio sound bytes, and a short test: http://nemesis.pitt.cc.nc.us/cbt/webbooks /surplex/main_1.htm

Another exciting new feature of ToolBook II is the ability to create hybrid CD's. ToolBook II Instructor can be used to create hybrid CD-ROMs that combine Internet and CD-ROM capabilities while Instructor's File Transfer Protocol (FTP) functionality can be used to distribute applications on the Internet. Large media files can reside on CD-ROM while the Internet application can keep up with the rapidly changing information delivered over the Internet. By keeping large media files such as video, animation, and audio on the CD-ROM, download time over the Internet is minimized. Visit this site for a view of the hybrid CD application if you have the ToolBook CD. http:// nemesis.pitt.cc.nc.us/cbt/hybrid/hybrid.htm.

An Organizationally Sponsored Mentoring Program (Major Themes and Issues)

Hattie J. Blue

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Introduction

Mentoring is not a new phenomenon—it is an age-old idea that still has relevance in today's world of education, work, and personal development. The word mentor goes back to Homer's Odyssey. Odysseus, preparing to begin his epic voyage, asked his friend Mentor to protect, advise, guide, and train his son, Telemachus, during his absence. Mentor had specific goals. Telemachus's mentoring was neither informal nor haphazard; he was to be taught the skills needed to become a warrior, leader of men, head of household, and future king.

As it was in the days of Odysseus, mentoring is still considered to be a process that assists and guides one through a transitional phase. While no universal definition of mentoring is accepted, there are some common *"themes"* that run through most definitions. Mentoring is a process within a contextual setting; involves a relationship of a more knowledgeable individual with a less experienced individual; provides professional networking, counseling, guiding, instructing, modeling, and sponsoring; and is a developmental mechanism.

Research in the corporate sector suggests that there are four phases to a mentoring relationship: *Initiation Phase*, *Cultivation Phase*, *Separation Phase*, and *Redefinition Phase*. In addition, these phases will be applied to an actual mentoring program implemented by the National Association of Urban Bankers.

The National Association of Urban Bankers is a non-profit organization of minority professionals in the financial services industry and related fields. The Association goals are to:

1. Bring together minority professionals in the financial services industry for the mutual exchange of experiences, ideas and interests in order to help promote career and professional development,
2. Provide educational and technical assistance for minorities working in the industry,
3. Help educate and inform young people about the range of employment opportunities available in finance, and
4. Provide advisory assistance to the business community.

In keeping with Goal 3, members of the Triangle Chapter initiated a mentoring program at Saint Augustine's College through the efforts of Ms. Frankie J. Perry, Assistant Vice President, Wachovia Personal Trust, Wachovia Bank and Mr. James E. Sansom, Senior Vice President/City Executive, Mechanics and Farmers' Bank. Members of this association share experiences as mentors from a practical point of view and discuss the role of a mentor from a theoretical prospective.

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Retooling Your Vocational Middle School Program

Isabel C. Mayo and Staff

Wilson County Schools

Introduction

Wilson County Schools *"retooled"* the vocational program at the middle school level to emphasize computer skill development in the sixth and seventh grades and integration of technology across disciplines in the eighth grade. This revision was effective with the 1996-97 school year. The revision was made to better prepare students for the eighth grade computer literacy test as well as prepare them for the next level of computer instruction in high school.

The new technology program for Wilson County Schools includes 90 days of instruction in Computer Technology I (keyboarding) for all students in the sixth grade. In the seventh grade, the course is Computer Technology II (new course similar to Business Computer Technology), which also includes 90 days of instruction for all students. A similar course is being developed for the new North Carolina Programs of Study; however, the Wislson system was ready to move forward with this program for the 1996-97 school year. These two courses are skill development courses in keyboarding and computer usage in word processing, databases, and spreadsheets. The eighth grade program may include Exploring Business and Marketing and/or Exploring Technology Systems, depending on the school's choice of offerings. Three vocational teachers at each middle school deliver the instruction. The previous program included 30 to 45 days of computer keyboarding in the sixth grade. The seventh and eighth grade program was a 12 week rotation among Exploring Business and Marketing, Exploring Life Skills, and Exploring Technology Systems. Three vocational teachers also delivered this program. This program did not include adequate time to appropriately teach computer literacy.

This revision to the curriculum was accomplished by redirecting the Exploring Life Skills component of the middle school vocational program. With the inclusion of character education in all 23 schools K-12, the variety of course offerings in Family and Consumer Sciences at the high school level, and the implementation of a system-wide Comprehensive Plan for Student Services inclusive of career development, proponents of the revision believe *"retooling"* the middle grades vocational program was the favorable option.

During the summer of 1996 comprehensive staff development was conducted for the teachers involved. This was conducted by the three technology specialists employed with the school system. The activity consisted of two weeks of instruction. Teachers also had the opportunity for additional staff development for another week during a summer technology conference. The technology specialists reviewed existing curriculum materials and prepared course blueprints and curriculum guides for both Computer Technology I and II. The VoCATS coordinator assembled test itembanks for the courses as well. The director of technology coordinated the purchase of equipment and furniture for each middle school to have three IBM computer labs. Wilson County Schools accomplished this through technology funding approved by the Wilson County Commissioners in the amount of 5 million dollars.

Over the next three years Wilson County will study the existing course offerings at the high school level and recommend the appropriate revisions and sequence of courses to allow students to move to a much higher level of technology. These changes should provide students with technological opportunities which will allow them to be fully prepared to successfully utilize technology in either a work or an education setting.

Enhancing Awareness of Global Marketing Opportunities

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Introduction

Today's marketing students should be prepared to work effectively in the modern economy. Key updates concern the broadened international focus as partnerships with businesses and economic development agencies are established to promote our global competitiveness. Increasing a product's demand population can be integral to its long-term success.

Types of International Business

Direct involvement in international business can take many forms. Most teeming among them is the multinational enterprise, wherein the firm's scale of inter-continental operation almost precludes host identification with a single country. Joint ventures and strategic alliances are types of partnerships that permit specific competitive advantages to be realized for various products.

International trading companies buy and sell goods among nations, using both currency and barter transactions. Another form of involvement, the owned subsidiary outside the home country, affords increased operational control. However, this advantage must be weighed against relatively greater risk.

Exporting may occur at lower risk while permitting an option of direct sales branches in target countries. Otherwise, exporting requires sales transactions involving intermediaries or merchants. For a firm holding an attractive product brand, international involvement can consist of contracting production and marketing rights to foreign firms. Such agreements typically require a minimal investment by the licenser.

Regulation of International Trade

Tariffs, or import duties, are taxes levied on products entering a country. Non-tariff barriers include embargoes (halts to trade); quotas (quantity or value limits); currency devaluations, which serve to make imports more costly relative to exports; controls on foreign currency exchange; bureaucratic encumbrances (red tape); and cultural perceptions that thwart product acceptance.

The primary objective of the North American Free Trade Agreement (NAFTA) is to break down trade barriers among the United States, Canada, and Mexico. Tariffs on goods of substantially North American origin are to be phased out over the next decade. The pact includes provisions respecting each country's health, environmental, and safety standards. It also addresses many operational and transportation issues in an attempt to balance market access, cost efficiency, and domestic economic welfare. On a broader international scale, the World Trade Organization (WTO) holds the following primary objectives: (1) permitting predictable and growing access to markets; (2) promoting fair competition; and (3) encouraging development and economic reform. The objectives are pursued through WTO functions of trade agreement administration, trade negotiation forum provision, trade dispute resolution, trade policy oversight, and economic policy cooperation. In 1995, WTO succeeded the General Agreement on Tariffs and Trade (GATT), which was first organized after World War II with the goal of reducing or eliminating tariffs and other barriers to world trade.

Skills Needed by Business/Marketing Students

The importance of good human relations skills for business success in general is noteworthy in international marketing. Adaptability, a desire to understand people of quite different orientations, and a knack for handling uncertainties are all needed in partnership with specialized abilities concerning global commerce.

The international communication components of business and marketing education textbooks have a tendency to display unaccustomed differences between American nuances and those of Nation "X". Too often, their eye-catching effect is squandered due to lack of analysis in a meaningful context. Further, such passages may not acknowledge that those representing both countries usually endeavour to please one another in commercial dealings. This should encourage the small company that is less able to influence protocol. While costly and embarrassing mistakes are to be avoided, one can become victim to excess legalism in cross-cultural communication. By analogy, *"playing to win,"* or using communication as a means of taking opportunities, is preferable to *"playing not to lose,"* or reaching a point of diminishing returns by taking on too little risk.

Conclusion

A study of successful exporters illustrates the inconsistency of predisposed formulas for prosperity. It found that the international background of company personnel was not necessarily a crucial factor in determining success: neither was financial clout; reliance upon a particular environmental variable (such as exchange rates); intense technology and R&D (excepting high-tech companies); a special marketing mix; adherence to a planned approach; extensive experience; a certain organizational structure; not an exclusive stage of development. Successful exporters engaged both dispersed and focused approaches; similarly, some relied on government assistance while others did not. Again, the divergent results underscore a need for situational analysis and contextual specification in determining what fosters success in international marketing. Case studies lend themselves well to such efforts.

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New *"Ice Breakers"* for Your Interactive Business Classes

Jack Henson

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Introduction

"Icebreakers" can assist teachers in their teaching strategy of encouraging new students to interact. They incorporate synergism with essential traits of communications, such as first impressions, likes and dislikes, and trust. They assist in communication and help students get to know each other better.

Importance of Communication and Being a Team Member

Business teachers know that in the world of business communication, skills are essential and that being a *"team player"* is a must. In Kentucky, teachers are working to implement the mandated Kentucky Education Reform Act (KERA), and one of its new teacher standards states *"The teacher introduces, implements, manages instruction that develops student abilities to* (1) *use communication skills,* (2) *apply core concepts,* (3) *become self-sufficient individuals,* (4) *become responsible team members,* (5) *think and solve problems, and* (6) *integrate knowledge."*

Improving communication skills and becoming responsible team members are important issues. One of the difficulties that young students have is their fear of *"being wrong"* in their thinking or perceptions of issues or people. They do not trust their own judgment and may not trust the judgment of people they do not know well.

Perception Exercises

The first ice breaker, *In This Corner*, is designed to show participants that everyone has preferences, has perceptions, has biases, and may or may not agree with anyone else. Participants in the exercise are asked to make a preference choice. Then they will complete the following short exercises:

1. Record their preferences.
2. Share their reasons for their preferences with those that agree with their choice.
3. Share their reasons with those that disagree.
4. Reconcile the differences in preferences.
5. Discuss what they learned about themselves and each other.

The second ice-breaker, *The Hunt is On*, asks participants to search for people who share the same characteristics or preferences. Following are the steps for *The Hunt is On*:

1. Fill out a self-assessment preference.
2. Go on a people hunt to find others with the-same characteristics or preferences.
3. Share responses with each other.
4. Discuss how they can maximize on the similarity of individual characteristics or preferences.
5. Discuss how they can utilize differences.

The third ice-breaker asks participants to share their biases of body parts, using the following exercise:

1. Answer a list of personal body biases.
2. Share their biases openly.
3. Discuss questions for thought as to how this affects their communication.

These exercises will help people open up, communicate, and develop trust with people they know. (The Johari Window Concept).

Conclusion

Today's business environment mandates effective communication skills. To foster the development of these skills, business educators can no longer depend solely upon the traditional teaching methods to provide these skills. Business and marketing educators must adapt their teaching strategies to include the development of interactive skills. The time is now for interactive learning strategies.

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Experiential Education—A New Partner for Teacher Education Programs

Lilla G. Holsey

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Introduction

As the professor droned in a monotone about the six-step lesson plan, the required twenty-page term paper, the marketing model, and the hours of observation required to complete the program, the students in the room felt their minds wandering to the projects they had due, the activities they had planned, and all the other real work that could be tackled if only they were not locked in some seemly useless, mandated lecture (Sills, 1995).

If the above scenario fits your image of professional development for future vocational-technical education teachers, consider the following instead:

- teacher education students presenting at a half-day, new technologies workshop for twenty in-service business education teachers from surrounding counties, campus staff and faculty, and graduate students;
- a young, female, African American teaching desktop publishing to a summer residential institute for female high school students enrolled in a gender equity technology camp;
- officers helping to plan the holiday party for the local chapter of Pi Omega Pi;
- five undergraduates judging the state competition for DECA for the first time;
- the student assistants being responsible for the set-up of all media equipment used during the annual recruitment day for approximately 1,000 workforce development students from across the state; or
- students from various courses working registration at a regional conference attended by professionals from across the nation.

What is Experiential Education?

That's the interpretation of *"worthwhile professional experiential learning"* that supports the teacher preparation program offered in the Department of Business, Vocational, and Technical Education (BVTE) at East Carolina University.

Service Learning is a term coined to describe one form of experiential learning. Experiential learning formally integrates public service into student instruction and learning. *"The service learning instructional methodology integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility"* (AACC). Experiential learning is broader in scope, but certainly provides many of the same learning characteristics and opportunities.

In the past, a didactic view of teacher preparation has characterized much of the teacher education programs in the United States. In these programs, learning is seen predominantly as the transmission of information, and sometimes well-defined technical skills. Consequently, teacher education students have tended to assume predominantly passive intellectual roles. This type of preparation program, which emphasizes intellectual dependency and tends to actually *"de-skill"* teachers, is inconsistent with the reflective approach that the teacher education program at East Carolina University supports. Extensive student involvement, according to current research and theory, is a key to effective and sustained learning. As a part of the BVTE program, experiential learning is used to promote active student engagement in learning by providing more varied, realistic, and interactive preservice experiences and by

giving future teachers control over many learning opportunities and processes.

Conclusion

In the evolution of the experiential component in the program, the following exemplifies principles which are basics for any educational activity included as service learning: academic integrity, service that meets a need, reflection, and professional responsibility. Both undergraduate and graduate students are often called upon to practice the theory learned in classes in real world, service situations. Events such as the Annual Career Day activity involve almost every student and faculty member in planning and implementation. Students are led to see this activity and others as having a direct impact on their professional competency and as a service to the state's students, teachers, and to the workforce development program in general. As students work to accomplish activity goals, they naturally form partnerships with department, campus, and community colleagues. In doing so, these future teachers become familiar with, develop an understanding, and become cognizant of the behaviors, values, and unique orientations of many aspects of the world in which they will work.

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The Impact of Block Scheduling on the Instructional Program and Vocational Student Organizations in Business Education

Carolyn S. Jewell

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Introduction

The school day has remained static for the past 80 years. The Carnegie Unit, which calls for students to attend between five and six classes during the school day with each lasting 50 minutes, has been the most often used schedule. This stagnation of the school day schedule was one of the triggers for educational reforms which started in the 1980s. Block scheduling was one of the alternative school day schedules.

Purpose

There has been little research on the impact of block scheduling in business education. The purpose of this research was to conduct an in-depth study of the impact of block scheduling on business education and to identify practices that could be used by other business teachers in block schedules. The three major objectives of this study were:

1. To identify the attitudes of business education teachers toward block scheduling.
2. To identify strategies and techniques that work in classroom instruction and in FBLA organizations in high schools where block scheduling is used.
3. To identify the impact that block scheduling is having on the conduct of the complete business education program.

Data Collection

The population for this study included the business education teachers in North Carolina high schools that used block scheduling (N = 213), during the 1995-96 academic year. The population was identified by using information obtained from the North Carolina Department of Public Instruction. Before a school can operate using block scheduling, two waivers must be signed. The waivers are: (1) *allow the school to vary the 150 clock-hour requirement for awarding a unit of course credit based on student performance to implement extended block-of-time schedule/semester length courses;* and (2) *allow the school to modify athletic eligibility requirements to accommodate block scheduling with assurance that eligibility standards will not be lowered.* The list of names and addresses of the schools identified from the Title 16, North Carolina Administrative Code served as the frame for the study. A random sample (n = 138) of high school business education teachers was selected by a computer generated random selection process. Cochran's Formula for Sampling for Proportions with a confidence level of .95 and a .50 population proportion was used to determined the sample size needed.

A data collection instrument was developed for this study to assess the teachers' attitudes toward block scheduling and to identify the impact of block scheduling on FBLA and instructional programs in their schools. In an open-ended section of the instrument, teachers were asked to identify the types of things they are doing differently in regards to instruction and FBLA, and to assess the effectiveness of these practices.

Findings

Data were collected via a mail survey. The combined total usable response from the business

education teachers was 82, or 59.42%. Business education teachers in North Carolina basically have a positive attitude toward block scheduling. The majority of the teachers who are on block schedules prefer to remain on that particular school day structure. It should be noted, however, that block scheduling is having an impact on the operation of the business education program. There is an increase in the number of students enrolling which will lead to more planning and a variety of teaching methods and techniques. It is also suggested that teachers provide a brief break half way through the period. It is recommended that teacher education programs conduct in-service refresher courses on teaching methodologies for the teachers.

Problems have been caused for FBLA programs by block scheduling. Even though more students are taking the business education classes, they are not joining FBLA. It is more difficult to maintain FBLA membership, communicate with the FBLA members, prepare career development teams, work with the FBLA officers, and prepare for competitive events.

Recommendations

It is recommended that the teachers work harder to communicate the FBLA program—meaning to publish a FBLA newsletter or use bulletin boards to keep members informed. Further, consideration should be given to establishing and operating satellite FBLA chapters. State leadership may need to institute some state-wide changes because many of the problems encountered in operating local FBLA chapters are a result of state deadlines and procedures. One other suggestion would be for FBLA chapters to consider having a fall set of officers and a spring set of officers. If one of the goals of FBLA is to develop leadership, then having two sets of officers during the year instead of one set would further contribute to that goal.

What Should Be Included in Portfolios, and Can They Be Used by Professionals in Education?

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Introduction

Teaching cannot always be viewed directly, nor can it be described from a single vantage point. To attempt to assess teaching by a single measure clearly assumes far too little of teaching and not nearly enough of assessment. The teaching portfolio thus offers a compelling alternative. First, it is a reasonable and scholarly way to judge the success of something as complex as teaching. Second, it provides rich opportunities for improvement through critical self-reflection of the very processes—teaching and learning—which are being assessed. A few critics and skeptics have voiced some concerns that the collection of the data may not always be systematic and objective. Yet, the picture that emerges from multiple sources of data, even if some of it is less than perfect, provides a far more accurate image than any single measurement can.

Teacher's Portfolios

The teaching portfolio is obviously a concept whose day has come. There are no hard and fast rules for assembling teaching portfolios. The format and content of a portfolio may vary considerably depending on a number of factors, including the purpose(s) it will serve. Thus, an obvious first step in creating a teaching portfolio is deciding what you hope to accomplish with it.

There are several reasons for preparing and maintaining a portfolio. These include:

1. stimulating a self-evaluation of an individuals personal teaching;
2. providing a basis for reviewing-planning discussions with supervisors and/or administrators;
3. fostering discussion and review of teaching within departments or instructional units;
4. providing evidence of teaching quality when applying for new appointments, tenure, or promotion; and
5. providing evidence should the quality of your work be challenged.

While portfolios can be developed to address various needs for different organizations, basically teaching portfolios in the education profession are used to document the performance of faculty or to enhance the teaching/learning process. Portfolios used to document the performance of faculty are product oriented, and portfolios designed to address the improvement of the teaching/learning process are often more reflective in nature.

There are several different types of portfolios. Therefore, the composition of the portfolio will vary based on its intended use. Following is a brief list of the types of information that might be included or summarized in a teaching portfolio. However, a portfolio would seldom include all items that are identified in the list.

1. Roles, Responsibilities, and Goals
2. Representative Course Materials
3. Materials Showing the Extent of Student Learning

4. Evaluations of Teaching
5. Contributions to Institution or Profession
6. Activities to Improve Instruction
7. Honors or Recognition

Assembling Portfolios

The real secret in assembling a successful portfolio is knowing whom to ask for what. And there is considerable agreement among the major proponents of teaching portfolios about the various places one can look for information and the kinds of information that can be used. Clearly, getting the right kinds of input from each group of individuals is what will give the portfolio its strength and depth. Examples of data which can be provided from students, colleagues, administrators, and personally are described.

Summary

Teaching portfolios serve as a comprehensive record of teaching activities and accomplishments prepared by an academic faculty member. A teaching portfolio is simply a factual description of a teacher's teaching strengths and accomplishments that includes documents and materials which collectively suggest the scope and quality of an individual's teaching performance. There is no definite format for a teaching portfolio, since it contains information of a personal nature. In a general sense, the teaching portfolio is used to demonstrate teaching effectiveness or merit and it should be kept relatively brief and focus on the salient aspects of the individual's teaching profile. With this spirit in mind, the teaching portfolio is intended to provide the individual material for an ongoing review, reflection, and subsequent improvement of teaching and to provide a means for presenting information to supervisors and/or administrators about the individual's teaching activities and accomplishments.

The materials of a teaching portfolio may include, but not necessarily be limited to, the individual's teaching record, including personalized statements on the teaching philosophy adopted, approaches used, special techniques explored, failure or success experienced, and student and peer evaluation results. Wherever possible, items should be substantiated by evidence or supporting documents. Supporting data should be provided in the form of documented comments by colleagues, feedback from students, and letters of praise or thanks from inside or outside the educational arena.

The Effectiveness of Work-Based Learning Strategies in North Carolina

Larry R. Jewell

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Introduction

Governor James B. Hunt recently stated that North Carolina's economy is the sixth strongest in the United States. He also stated that North Carolina is a national leader in job creation and that the state is experiencing rapid growth in our emerging industries. Our unique challenge is to assure business that enough skilled workers will be there to fill the jobs they create. Today, even the so-called *"simple"* jobs require a higher level of skills. Now workers in every occupation need to think on their feet, learn on the job, and work smarter—not just harder. Employers need entry-level workers who come equipped with the three R's—reading, writing and arithmetic. They also want a fourth R—workforce readiness.

Meeting this challenge will require business, government, and educators to work hand-in-hand on a comprehensive education and workforce preparation system for all North Carolinians. This system will prepare young people to make informed decisions about their futures and enable them to build the foundation of knowledge and skills they will need to succeed in the new economy.

JobReady

The emphasis on providing all our students with a strong foundation of academic and technical skills that will prepare them for successful career and a lifetime of learning is a national effort. The emphasis is referred to in different states by such titles as *Work-Based Learning* and *School-To-Work*. In North Carolina this new system is called *JobReady: Pathways to Career Success*. JobReady promises great change for North Carolina. It is a commitment to our young people to provide the training and the opportunities to gain superior skills and earn high wages. It is a commitment to our future, where all citizens will have the opportunity to receive the training they need in a shifting economy.

Hopes for the future rest with our young people and our ability to prepare them for the future. Improving the quality of the workforce will take our state a long way toward securing prosperity and a better quality of life for all citizens. JobReady is about being ready to take on the responsibilities of the adult world. In North Carolina, we are helping young people move from school to work by providing the *"Three C's"* beginning in elementary school and continuing through postsecondary. Students will be engaged in:

1. **Courses** that are academically rigorous and support the competencies needed for completion of a career major by the end of high school;
2. **Career information and guidance** that helps students assess their interests, skills and aptitudes and offers assistance in making informed decisions about job placement, continuing education or further training; and
3. **Career experience**—including job shadowing, internships, and apprenticeships to ensure that every student has exposure to a range of possible career opportunities and a structured work experience that develops their skills and reinforces their academic studies.

JobReady is North Carolina's school-to-work system that leads a person through a lifetime of learning. It is about connections: *home to school*, *school to school*, *school to work*, and *work to school*.

In bridging the gaps between these institutions, we generate benefits that extend beyond the individual student to employers, parents and the community. The students are engaged in educational experiences that demonstrate the connection between school, the real world, and their future. This equips them for success in further education and career opportunities through work experience that is relevant to their classes and their aspirations.

In the past two years people in communities across North Carolina helped shape JobReady at state and regional workshops. Employers, educators, students, parents, employees, and community leaders have created local partnerships dedicated to developing the JobReady system. The Governor's Commission on Workforce Preparedness, with representatives from the public and the private sectors, is working together with local partnerships to make JobReady possible in every region of the state. Over the next five years state leaders plan to work hand-in-hand with local leaders in every region to plan and implement JobReady in a manner that satisfies the needs and characteristics of each region. Local JobReady partnerships will be funded through a competitive grant process. By 1998 the goal is to have active JobReady partnerships all across the state. With this type of effort and financial commitment, consideration should be given to the effectiveness of various learning strategies be implemented.

Purpose of the Study

The purpose of this study was to evaluate the effectiveness of the various work-based learning strategies being implemented in public secondary schools in North Carolina. More specifically the research questions were as follows:

1. *What work-based learning strategies are being implemented in the public schools of North Carolina?*
2. *Do local directors of vocational education feel the work-based learning strategies being implemented in their school systems are effective?*
3. *Are the JobReady Implementation Chairs satisfied with the work-based learning strategies being implemented in their school systems are effective?*
4. *How do students perceive work-based learning strategies that are being implemented in their schools?*

Data collection for this study was collected by means of questionnaires and interviews. The data collection instruments and procedures were developed by the researcher based on the specifics of the JobReady Partnerships selected to be involved in the study. All data collection instruments were checked for content validly and field-tested for clarity. The population for the study was the 22 JobReady Partnerships who received implementation grants during 1996. The research sample was selected utilizing appropriate clustering and randomization techniques. The various work-based learning strategies being implemented in the public schools of North Carolina were identified by contacting the 1996 JobReady Implementation Grant Chairs and/or the local directors of vocational education from school systems within the selected partnerships. Data was also obtained from the selected grant chairs and local directors to determine their level of satisfaction with the various work-based learning strategies being implemented by the partnership. Follow-up procedures were utilized to encourage full participation in the study and to establish evidence that respondents were representative of the research population.

The responses were analyzed using frequencies, percentages, means, standard deviations, t-tests and analysis of variance. An alpha level of .05 was used to determine significant differences between or among mean scores.

Taming the Dragon for Business and Marketing Education—A Partnership for Success! *(Voice Recognition)*

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Introduction

Interacting with a computer via voice is becoming as normal as entering data via a keyboard or using a mouse. With the continued development of faster microcomputer processors and continued decrease in random access memory prices, the acceptance of voice recognition into the workplace as well as business education is inevitable. Yet, the constant enhancement of technology, especially voice input recognition, has not managed to penetrate both the workforce and business education mainstream—but voice input recognition's impact on the workplace and the business education curriculum may be about to change. Voice recognition technology would change the way in which communication with technology occurs—communicating through speech is a natural process and a natural form of communication. After all, people who are not vocally impaired, and even some who are, have practiced speed communication for years. Our wants, needs, and intentions are expressed through voice communications. Therefore, the logical and most natural process for communicating with the computer is through voice communication (Hyde, 1979; Teja and Gonnella, 1983). Computers with voice recognition capability provide one solution to the communication barrier between humans and technology.

Voice Recognition Systems

Speaking to a computer is similar to speaking to someone who is not completely familiar with your language. A user must speak slowly and more precisely than normal speech, at least with the present state of voice input technology (Fournier, 1993).

Today's large-vocabulary voice recognition programs use discrete technology, which means the user is required to pause between words. A majority of these programs achieve high accuracy levels, understand words in context, and differentiate between homonyms. Despite the success of these voice recognition programs, software developers constantly seek continuous speech, which would allow a user to speak in fluid sentences. Within five years, [continuous] speech voice recognition systems will be ubiquitous (Himmelsbach, 1996) as every microcomputer system will have continuous speech voice recognition systems incorporated within the computer. Continuous speech voice recognition systems will be delivered with your computer or your favorite application, and continuous speech voice recognition systems will be everywhere (Himmelsbach, 1996). Thus, voice recognition technology will continue to grow much faster than anyone would have imagined. Now is the time for business educators to train the future workforce in using voice recognition technology.

The Problem

Many business educators believe that voice recognition technology is somewhat futuristic. Yet, the reality is that it is here today and business educators have the responsibility of integrating the technology into the classroom. In fact, the likelihood of voice recognition technology courses replacing keyboarding courses is very probable by the year 2000. While this statement may seem

unbelievable to many business educators, a Pentium™ computer equipped with voice recognition technology software now permits users to achieve voice input recognition speeds of 40-60 words per minute in far less time than a person can develop comparable keyboarding skills (Wallace, 1996). When the additional features of correct spelling, ease of use, and practicality are considered, traditional keyboard input clearly cannot compete.

For decades, keyboarding or typewriting has been a focal point of the business education curriculum with a goal of preparing individuals to keyboard at a specified rate at the end of a specified instructional period. According to Joyner, Arnold, Schmidt and White (1993), postsecondary students at the end of one semester of keyboarding instruction using a microcomputer during the input process will keyboard at an average of 36 gross words per minute. Based upon the average keyboarding speed reported by Joyner et al (1993), a trained voice recognition user may be able to input data more efficiently than the traditional keyboarding process. Therefore, this study was undertaken to ascertain what voice recognition speeds could be achieved as a result of instruction using voice recognition software. Specifically, the following research question was addressed: *What voice input speeds may be attained after completing the equivalent of a one-semester course using voice recognition software?*

Methodology

A graduate-level intensive course in voice recognition software was offered by a regional North Carolina university during the 1996 second summer session. Approximately 20 graduate and senior undergraduate students completed the course using Dragon Dictate® for Windows® 95 voice recognition software on 100 mhz Pentium™ multimedia computers with 16 mb of RAM memory. All students completed the Dragon Dictate tutorial and training exercises developed by the instructor. The instructor-developed activities included (1) reading three or four pages from a novel to build vocabulary, (2) dictating a daily journal entry which required a minimum of 50 words, and (3) demonstrating the ability to perform a selected feature of the word processor, Word 7 for Windows® 95, without using the keyboard or the mouse. Daily, participants were directed to record the statistics calculated and provided by the Dragon Dictate software. The statistics complied by Dragon Dictate included (1) *words per minute*, (2) *current recognitions*, (3) *misrecognitions*, and (4) *new words*. All of the four statistics presented words per minute; however, current recognitions and misrecognitions also provided percentages. In addition, participants were to dictate a journal entry describing their experiences with the voice recognition software each day.

The voice recognition class met five days a week, four hours each day, for three weeks. Participants completed 42 hours of instruction—the same amount of instruction time in a regular semester with the exception of a final examination class period. During the course session, students completed activities using the word processing software, Microsoft Word for Windows 7. Each student spent approximately 30-35 hours using Dragon Dictate with Microsoft® Word for Windows 7 and approximately 8-10 hours completing the Dragon Dictate Tutorial. Students' journals containing the Dragon Dictate supplied statistics were collected on the last day of class.

Findings

Information located in Table 1 presents the words per minute speeds attained by each of the participants after 10, 20, 30, and 40 hours of instruction. Examination of Table 1 reveals students who completed 40 hours of instruction in Dragon Dictate achieved dictation speeds which ranged from 21 words per minute to 60 words per minute. The average speed achieved after 40 hours of instruction was 37 words per minute. Based upon this information, postsecondary students who complete a voice recognition course can achieve dictation speeds that range between 25-49 words per minute, which is less than the predicted scores of 40-60 words per minute. Regardless of the speeds attained by students enrolled in this summer session, the reported speeds need to be considered with caution. Several factors—i.e. the intensive course session—may confound the data; therefore, additional research is needed to ascertain

if the data reported in this study are typical or atypical of postsecondary students completing a voice recognition software course.

Table 1

Words Per Minute Outcomes

	Hours of Training			
	10	20	30	40
Student	Words Per Minute			
1	10	15	22	35
2	6	13	20	29
3	8	15	23	33
4	7	14	22	32
5	10	11	23	40
6	7	15	24	41
7	6	11	19	27
8	4	13	25	33
9	10	21	33	48
10	8	15	22	30
11	10	22	36	52
12	5	9	12	25
13	4	10	24	32
14	5	12	20	29
15	7	15	22	33
16	8	19	43	60
17	10	11	13	21
18	9	18	27	41
19	9	16	27	45
20	7	18	28	36
21	13	20	28	38
Average	**8**	**16**	**26**	**37**

Conclusion

Based on the data reported, voice input technology's replacement of the keyboard is more likely than ever before. Keyboards, as input devices may continue to be a significant factor in accurate data entry; but, training programs must begin to incorporate voice input technology into the business education and workforce development curricula. Therefore, voice recognition software is an emerging "partner" in the training of the workforce of the 21st Century.

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Workforce Preparation: Critical Considerations

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Introduction

The SCANS Report (1991) has become a benchmark for workforce preparation. It has been quoted widely and continues to be used to remind vocational educators of the basic skills that all entrants to the workforce must have. These include technological competence and interpersonal skills. The other three competencies relate to managing resources such as time, money, material and facilities, and human resources; acquiring and using information; and understanding social, organizational, and technological systems.

The SCANS Report noted that two conditions in the last quarter of the 20th century have changed the workplace. One is globalization and the other is the explosive growth of technology.

Two important questions, therefore, are:

1. How have globalization and technology changed the business environment?
2. How should business education respond to ensure workforce-ready graduates?

Today's Business Environment

Technology and global competition have resulted in dramatic changes in the landscape of business, including the business office. Zhao (1996) noted that the microcomputer is at the core of this global economy that is connected with software and laser optics. The computer is no longer only a tool for data processing and management, it is also a primary communication tool. Today's business environment demands workers who are proficient in the use of computer technology, are excellent communicators, are goal-oriented, and are excellent team players

The competitiveness that has resulted from globalization has led to many changes in the business environment. These include downsizing and/or rightsizing as companies reengineer their business processes. Telecommuting, hoteling, and temporary staffing are increasingly becoming a part of modern business organizations. As Sacco (1996) noted, the nature of work, the concept of full employment, and the security of a life-long career are all changing. For example, from 1991 to 1993 temporary employees increased by over 30 percent. In 1995 the workforce of U.S. companies included over 2,162,000 temporary employees. Terms such as flexible scheduling, job sharing, and home-based work/telecommuting are becoming popular among all types of business and office employees.

The pace of change in the business environment is dizzying. Within the last two years Internet communication has become commonplace. Many larger corporations have also established *intranets* and many are now establishing *extranets*. Organizations such as Eli Lily have intranets that make communicating with their international divisions as easy as communicating with divisions housed in the same city—or even the same building.

The Eli Lilly Virtual Information System (ELVIS) allows all their corporate offices, locally and internationally to communicate with each other (Crumbacher, 1996). E-mail has become one of the most efficient and most used form of communication and now technology can place envelopes around e-mail messages to ensure privacy. Encription software packages that will allow this are already available. Continuous learning no longer means returning to school to take courses, periodically. It literally means teaching yourself something new everyday.

The office of the future

Futurists predict that the office/workplace of the future will be characterized even more by high

technology. According to Kruk (1996), *"Offices will no longer be restricted by location, time, and physical structure"* (p. 26). Electronic meetings using video and groupware products will become the norm. Multimedia technologies will include desktop videoconferencing, portable videoconferencing units, and docking stations for laptops and fax machines.

Corporate downsizing brought on by technology, globalization, and changing management philosophies will continue into the twenty-first century. The office will become less of a place we go to work and more of the place where we do our work (Shulman and Reiser, 1996). Telecommuting and hoteling will facilitate working anytime, anywhere.

The concept of the *"virtual office"* is now relatively new—a reality for a few large corporations, such as IBM. However, Devito (1996) notes that the impetus to reduce overheads is driving more businesses to create a workforce linked by technology instead of by office space. Workers work at home or at small strategically located satellite sites. Face to face communication is largely replaced by teleconferencing and intranets. The virtual office is analogous with distance learning, where instructors and students communicate through telecommunication systems, and the Internet (web pages, electronic mail, electronic bulletin boards, and chat rooms). The virtual office needs workers who are flexible, self-directed, disciplined, and able to cope with relative isolation.

Considerations for Office Education

Many traditional office skills are still very relevant in today's office and in the office of the future. One such skills is telephone skills. McEwen (1996) found that receiving and routing incoming calls and assisting callers [using telephone skills] is the second most frequently performed task in the office. Eighty-five percent of respondents reported that they frequently performed that task, twelve percent perform it often, and the other three percent perform it sometimes. McKenna (1996) noted that *"whether your office is 'virtual' or wood-paneled in 2010, it will have a phone"* (p. 10). Two basic skills are important for conducting business by telephone—listening and speaking. McKenna's article noted that effective listening is often what distinguishes a good sales person from an order-taker and that tone of voice is five times more influential than what is said in sending a message of trustworthiness.

Other skills that will continue to be very important, in the office of the future are:

- Communication—including proofreading, grammar, and punctuation;
- Records management;
- Keyboarding and document processing;
- Managing incoming and outgoing mail;
- Scheduling (meetings, appointments, etc.);
- Customer service;
- Information gathering, processing, and distribution; and
- Maintaining current business information (McEwen, 1996).

Specific technology competencies will increasingly include:

- Use of local area networks and electronic mail;
- Database management;
- Calendaring;
- Desktop publishing and presentations (multimedia);
- Use of groupware; and
- Telecommunications (Zhao, 1996).

Zhao (1996), in his study of technology competencies needed now and into the year 2000, concluded that: *"Upon graduation, business students should be able to use a computer to do their work no matter which industry they will go into"* (p. 83). Use of technology is a critical part of all types of jobs. And, as Internet technology becomes more available in offices of all sizes, Whitesel (1996) notes that the ability to search for and retrieve information will be a critically important skill for office professionals [indeed for all workers].

Instructional Notes

The following suggestions are offered to business educators:

1. Teach telephone skills. Encourage students to record various types of telephone conversations in a simulated environment and critique the recordings, working to improve the professional quality.
2. Stress the importance of *"soft"* job skills such as the ability to work independently, reliability, self-management skills, initiative, consistency in performance, organizational and planning abilities, and personal supervision.
3. Stress also excellent communication skills and computer skills, including the use of telecommunication and groupware products. A 1996 article in ***The Greensboro News and Record*** described communication skills and computer skills as "*two Cs* that need to be added to the traditional *three Rs*" (Scism, 1996).
4. All students need to be helped to become independent thinkers who know how to set and meet objectives and who are motivated to meet and exceed deadlines.
5. Prepare students for lifelong learning. The new business environment will require them to learn new systems and technology products more frequently than they will be able to identify and schedule formal training. In fact, most of the training will not require training in a classroom environment, but a willingness to read and explore.
6. Engage students in activities that will broaden their knowledge of global concepts and their competence in global communication. The Internet offers excellent opportunities.
7. Prepare students for the possibility of a working environment that is different from the one in which they currently gain their apprenticeship experiences. Job sharing, telecommuting, or temping (temporary employment) may be realities awaiting them in the job market.

Beddingfield, Hawkins, Ito, Lenzy, and Loftus (1996) reported the results of their work in identifying *"hot job tracks."* They noted that ***"One thing most promising careers have in common: computer savvy will give you an edge"*** (p. 89). All students need to be reminded of this fact.

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Managing Your Classroom for the '90s and Beyond

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Introduction

We're in a new era in education. In managing your classrooms for the'90s and beyond, the following information may be beneficial.

Student Populations are Changing

The student body is different—There are more immigrants, minorities, and a wider variety of ethnic groups represented in today's classrooms. This diverse population of learners has vastly different styles of learning and vastly different educational outcome expectations.

The workplace population is also very different from the past. According to the U. S. Department of Labor, by the year 2000, 85 percent of new entrants to the workplace will be minorities, woman, and immigrants.

Teach Across the Curriculum

There is a new style for delivering education to students. Consequently, heavy emphasis must be placed on teaching across the curriculum without rigid departmental boundaries. Already several states are changing their teacher certification procedures to accommodate this new approach. More emphasis must be placed on collaboration among teachers in every content area to combine teacher strengths to deliver, timely, reality-enhanced education to all students. Requirements for successful collaborations include:

- Careful planning—understand the objectives clearly and put emphasis on team effort;
- Availability—be available to help colleagues in every content area. Once you have had a successful collaboration, others will be eager for your assistance;
- Designing realistic, challenging applications to enhance and develop course content; and
- Developing political savvy—Get a *buy-in* from administrators—without that, nothing worthwhile will happen!

Modernize Procedures

Teachers must recognize that change is inevitable and update their classroom procedures for the new era. This can be accomplished using the following suggestions:

1. Do away with the *"sacred-territory approach"* that has gotten us into trouble in the past! Be a part of the TEAM!
2. Use the shortcuts that technology provides such as templates, styles, and integration of data—Productivity demands efficiency.
3. Put aside the rigid rules of the past—The whole world has changed; consequently, we can't sell that approach anymore. Instead, emphasize timely, reality-enhanced education for all students.

Instruction in alpha/numeric keyboarding is quickly moving down to the lower grades—necessitating even more changes!

- With keyboarding being taught early in the elementary education cycle, business teachers should help elementary teachers learn to teach alpha/numeric keyboarding.
- Some states (Texas, for example) are requiring students entering high school to demonstrate proficiency in alpha/numeric keyboarding or take a six-week, no-credit course to develop those skills.

Far less emphasis will be placed on formatting documents without the use of tools. For the sake of productivity, templates will be used (The final test is: ***Does it look well?*** and ***Is it easy to understand?***)

By the year 2000 voice recognition computer software that will create a printed document from material the author dictates will be standard on microcomputers. Therefore, less emphasis should be placed on keyboarding and more emphasis should be placed on teaching new technologies.

Plan NOW For the Future

Computer use in the elementary and middle schools is growing increasingly sophisticated. Students are learning a variety of computer skills—not just word processing. By the time students come to the high school, they won't need to learn how to use word processing, spreadsheet, and database software. They will already be proficient in the use of those programs. However, there will still be plenty for business and marketing teachers to do since an outgrowth of new technologies will require a new generation of computer skills for the 21st century.

Summary

Cross-curricular collaboration as a part of an educational team to deliver education in all content areas is essential for classroom management of the '90s. We live in a fast paced world in which roles are changing rapidly. Teachers must recognize, accept, and adapt to quickly modify their teaching habits and styles to accommodate these new changes!

WordPerfect 7.0 Templates

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Introduction

The September, 1996, issue *of WordPerfect for Windows Magazine* reports that people who use word processors waste 11.6 million hours each day formatting the same types of documents over and over. (Bringhurst, 1996) Studies of this kind led many word processor developers to include template features in their software packages in hopes of reducing this staggering amount of lost productivity. Since template features provide faster ways of completing repetitive tasks, workers experience less frustration and boredom as they become more efficient and productive.

What is a Template?

Templates are professionally designed prototypes for different types of documents such as memos, letters, invoices, faxes, and other commonly used business communications. Templates are similar to blank forms; however, not all templates contain text. A template can contain only fonts and format styles for a particular type of document, or it can contain all of the text of a boilerplate contract or form. Most popular word processors come with a selection of built-in templates and allow new templates to be added, old templates to be removed, and existing templates to be edited.

WordPerfect 7.0 Built- In Templates

WordPerfect 7.0 templates usually reside in the *C:\Corel\Office7\Template* directory. Templates created by the user also are stored in this directory unless the user specifies another location. To save the user time, the template directory is subdivided into general categories such as *Business*, *Education*, *Legal*, *Old Temps*, *Personal*, *Publish*, and *Web*.

The first time a template document is opened, the user is prompted to insert personal information. The personal information need be entered only once because it is stored for use with other templates. However, personal information can be edited if necessary. Some templates request information that must be filled in each time the template is executed. For example, the newsletter template prompts for the date and volume number each time it is used.

For many of the templates, a macro begins to run when the template is selected; therefore, many of the templates take a few seconds to execute. The macro prompts for information as needed. In other templates called *"Experts,"* a program called Corel Office Quick Task is used. The program's job is to prompt the user for certain information that is filled in automatically. Experts are more sophisticated templates that help the user build documents step by step. The Experts in WordPerfect 7 include the categories of *Calendar*, *Letters*, *Newsletters*, *Fax*, and *Memos*.

Selecting WordPerfect 7.0 Templates

Use the following steps to select a non-Expert WordPerfect 7.0 template:

1. Select *File* from the Menu Bar.
2. Select *New. . .* from the Drop-Down Menu.
3. Select a template category under *Group* at the *New Document* dialogue box.
4. Select a template name under *Select Template.*
5. Click the *Select* Button and enter the information requested when prompted.

Use the following steps to select an Expert WordPerfect 7.0 template:

1. Select *File* from the Menu Bar.
2. Select *New. . .* from the Drop-Down Menu.

3. Select *Main* under *Group* at the *New Document* dialogue box.
4. Select a template expert name under *Select Template.*
5. Click the *Select* Button and enter the information requested when prompted.

Editing WordPerfect 7.0 Templates

A template must be selected in order to be edited or modified.

1. Select *File* from the Menu Bar.
2. Select *New. . .* from the Drop-Down Menu.
3. Select a group and template name to be edited.
4. Click the *Options* Button at the *New Document* dialogue box and select *Edit Template* from the Drop-Down Menu.
5. Make editing changes in the same manner as in a regular WordPerfect document.
6. Click on the *Exit Template* Button. Select *Yes* to save the changes or *No* to cancel the changes.

Creating Custom Templates in WordPerfect 7.0

Creating a customized template in WordPerfect 7.0 is as simple as creating a regular WordPerfect document.

1. Select *File* from the Menu Bar.
2. Select *New. . .* from the Drop-Down Menu.
3. Click the *Options Button* at the *New Document* dialogue box and select *New Template* from the Drop-Down Menu.
4. Click the *Build Prompts* to create prompts that appear when you open the template. Select the prompt needed and click *Paste.* If a new prompt is needed, click *Add.* Type the name of the prompt and click *OK.*
5. Select *File, Save As* when the document is completed. Type the description and template name, then select the template group to which the new template will be added. Click *Exit Template.*

Deleting WordPerfect 7.0 Templates

Use the steps shown below to delete templates that are no longer useful:

1. Select *File* from the Menu Bar.
2. Select *New. . .* from the Drop-Down Menu.
3. Select a group and template name to be deleted.
4. Click the *Options Button* at the *New Document* dialogue box. Select *Delete Template* from the Drop-Down Menu.
5. Answer *Yes* to the *Delete Selected Template* Prompt to remove the template or *Cancel* to abort the deletion.

Conclusion

Whenever a professional looking document is needed, WordPerfect's powerful and flexible template feature gets the job done in a hurry. Workers increase productivity and efficiency by working smarter—not harder.

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The ABCs of Applying TQM in the Classroom

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Introduction

Total Quality Management (TQM) principles lend themselves well to application in education. They can provide a framework for building collaboration. Applying the basic tools of TQM can help improve students' focus on learning goals, equip students and the teacher with simple tools which can be used to facilitate planning and problem-solving, and ensure broader incorporation of the ideas and talents of all students.

The basic tools teachers can readily apply in their classes may be grouped as **ABC**'s:

- **A**ctivities that create a learning environment that promotes unity and change;
- **B**uilding student and teacher planning skills; and
- **C**ontinuous collection and use of data.

Activities that Create a Learning Environment

Students and teachers need to feel free to openly participate in the classroom. This includes feeling comfortable with each other as well as free to discuss and solve problems. It is the teacher's responsibility to encourage interaction and collaboration. It is through these interactions that students build teamwork skills and higher order thinking skills.

Activities which help create this learning environment include the teacher working with students to help establish individual and group goals, the sharing of student and teacher expectations (including helping students understand how to assess their own progress), and working together to jointly establish class ground rules which help develop open lines of communication.

A key element in the process is to help students improve their listening skills. Most teachers tend to focus on reading and writing, but place little emphasis on listening. As collaboration, joint decision-making, and class activities change, however, the learning process becomes more interactive and the teacher becomes more of a facilitator. By causing students to consciously focus their attention, ask questions for clarification, verify for understanding, and to summarize their understanding, the teacher can actually help students listen (and work) *"smarter."*

Building Student and Teacher Planning Skills

Managerial and planning tools are useful for generating, organizing, and prioritizing ideas and activities. These tools are good for developing cognitive learning, and may be effectively utilized by an individual or by a group. They are especially useful when the goal is to improve existing processes or to design and develop new ones.

Among the many management and planning tools which may be used by both students and teachers are flowcharts, interrelationship digraphs, tree diagrams, data matrices, decision charts, and action plans. The common elements are (1) that they require the user to identify all the factors which affect a situation, condition, or process; (2) the relationship between each factor or element in the process must be clearly defined; and (3) the effects and outcomes of processes must be identified.

Continuous Collection and Use of Data

The collection and analysis of data are important tools for maintaining quality. Quality control tools are highly useful for finding, diagnosing, and solving problems. These can be employed to display information about existing processes, and often they will contain numerical data. Interpreta-

tion of the data serves as one basis for improving those processes.

Most teachers assess student work by administering tests. Continuous monitoring of the learning process, though, enables teachers and students to identify and address problems when they arise as opposed to detecting problems when it is too late to remedy them. For this reason, both students and teachers should master the skills of gathering and analyzing data.

Among the simplest tools which students and teachers may effectively use to collect data are surveys and check sheets. Both are easy to design and use, either individually or in teams. Often they can provide excellent opportunities for sharpening planning, writing, and teaming skills. Among the simplest and most useful data analysis tools for students and teachers are charts, histograms, and cause and effect diagrams. All of the tools help students organize and present information clearly; and by using these tools, they will also develop greater knowledge of the process.

Conclusion.

Total Quality Management (TQM) is a philosophy and a set of principles. To achieve its goal of continuous improvement, TQM focuses an organization's resources on the needs of its customers and suppliers, the processes in which it engages, and on continuous learning.

Program Promotion Via the World Wide Web

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Introduction

As the competition for students by institutions of higher learning continues to increase, program administrators are scurrying to find both creative and effective approaches to recruit students. The traditional approaches to recruiting students such as campus visits, college fair days, and direct mail have been and will continue to be effective approaches to recruiting students into specific programs. One new and creative approach that program administrators have at their disposal for recruiting students is the World Wide Web (WWW or Web). By using the Web to supplement traditional recruiting techniques, program administrators can be assured that the needs of potential students will be met and the program enrollments will be maintained.

Materials Needed

The materials needed to promote programs via the World Wide Web will depend on the technical orientation of the program administrator. For program administrators who are technically orientated, a number of tutorials and programs are available to assist in Web page development. For those program administrators who need technical assistance, a number of commercial WWW page developers are available (Frons, 1995; Kirschner, 1995; Thomas, 1996).

Information to Include in Promotional Materials

A list of suggested information segments to include in World WideWeb program promotional efforts follows. The importance and appropriateness of each suggested information segment will vary among institutions. Program administrators will need to discover which information segments work best for their particular program promotion efforts.

Course schedules

Of obvious importance to potential students is when the courses will be offered. Ideally the program administrator will have the projected course offerings prepared and available to students on the Web at least one-year in advance. If students know when courses are going to be offered, they are in a much better position to adjust their personal schedules in such a manner to be able to take the needed course or courses. Schedule posting benefits the program and the students. Healthy student numbers are maintained while students are able to take the necessary classes and complete their programs. Advance depositing is especially important as more and more nontraditional working adults return to the classroom.

Faculty data sheets

Student always want to know more about the faculty who teach the courses. Information regarding the education, professional experience, publication history, and research interest of faculty members could be included in all program promotion efforts. Information of this type would be of special interest to potential graduate students seeking to work with faculty in a specialized area of expertise.

Program offerings

Many times potential students only have a basic knowledge of a program. Students may be knowledgeable of the vocational teacher education program but at the same time not realize that the program, is in reality, divided into various subprograms. Programs may, for example, be divided into credential or bachelor, master, or doctoral degree offerings. Explanations of each subpro-

gram could be presented and explained in detail. After reading the materials presented on the WWW, many student questions would be answered.

Admissions process

Once students have decided to enroll in a program, the first thing that they will need to do is be admitted to the institution. Explaining the steps involved in the application process as well as the materials needed to apply will build a positive image of the program. Other information of value such as how to obtain course schedules, entrance or placement tests, and registration materials could also be presented on the World Wide Web.

Course information

Typically, about all potential students know about a course is the description printed in the catalog. Presenting course information on the WWW allows the program administrator to include information not normally found in the catalog. In addition to the basic course description, course information section could include details customarily found on the syllabus such as the course competencies to be developed, course assignments and due dates, grading procedures, and late paper policy.

E-mail links

Many times students will still have a few questions after reading the program materials presented on the World Wide Web. An e-mail link to the program administrator is an excellent means of answering student questions. Information potential students receive directly from the program administrator will be accurate and specific. Accuracy of information is likely to reflect positively on the attitudes of potential students. After all, providing an education to students is a service; and students are likely to enroll in programs were the best service is provided.

Summary

Institutions of higher education are searching for creative and effective approaches to recruit students. The World Wide Web is one evolving technology that program administrators have at their disposal for recruiting students. By using the Web to supplement traditional recruiting techniques, the needs of students will be met and the program enrollments will be maintained.

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The Motivation to Participate in Distance Education: An Analysis Based on Houle's Typology

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Introduction

In recent years the interest in distance education has increased considerably. This expanded interest in distance education is due in part to the challenges facing higher education such as increased operating costs, reduced traditional student enrollments, reduced yearly course offerings to cut costs, and reduced numbers of faculty in an effort to restrain rising costs (***U.S. New & World Report, 1991***). To overcome these hurdles, particularly at the post-secondary level, administrators are faced with the challenge of being able to identify the changing needs of the students served by their respective institutions. Specifically, researchers have stated the need for additional study in the area of student motivation to participate in advanced education (e.g., Boshier,1973; Boshier, 1976; Brown, 1986; Verduin & Clark, 1991). This study combined both distance education and student motivation to participate in distance education at the university level. For the purpose of this study distance education was defined as all arrangements for providing instruction through print or electronic communications media to persons engaged in planned learning in a place or time different from that of the instructor or instructors.

Purpose

The purpose of the study was to determine the level of motivation of vocational teacher education students to participate in distance education in relation to seven factors based on Boshier's (1982) Education Participation Scale. Specifically, answers to the following questions were sought:

1. *What is the level of motivation to participate in distance education of vocational teacher education students on each of the seven factors of Boshier's (1982) Education Participation Scale: communication improvement, social contact, educational preparation, professional advancement, family togetherness, social stimulation, and cognitive interest?*
2. *Is there a difference in the level of motivation of vocational teacher education students in relation to the seven factors of Boshier's Education Participation Scale: communication improvement, social contact, educational preparation, professional advancement, family togetherness, social stimulation, and cognitive interest?*

Theoretical Base

Houle's (1961) typology assessed the activity, goal, or learning orientation of adult learners. Since the development of Houle's (1961) typology, numerous researchers have tested its applicability to assess learner motivation. Broshier's (1982) Education Participation Scale is one such instrument that has been developed based on Houle's (1961) typology of adult learning. Further, numerous studies have been conducted which sup-

port the continued use of Houle's (1961) typology and Broshier's (1982) Education Participation Scale to assess the motivational levels of adults in an educational setting (e.g., Boshier, 1971; Boshier & Collins, 1983; Boshier & Collins, 1985).

Methodology

The procedures used during the study are discussed in the next section. Reviewed are the population, instrument, data analysis, and findings.

Population

The population for this study consisted of all vocational teacher education students taking classes in the vocational teacher education program at California State University, San Bernardino (CSUSB) during the 1996 winter quarter. Data were gathered through the distribution of a questionnaire to 85 vocational teacher education students. These 85 individuals were all of the students enrolled in the vocational teacher education program during the winter quarter of 1996.

Instrument

Motivation to participate in distance education was assessed through the use of Broshier's (1982) Education Participation Scale. Broshier's (1982) Education Participation Scale is applicable in a university setting, and its test-retest reliability and construct validity has been previously certified. Test-retest reliability coefficients for the composite scales ranged from 0.76 to 0.89. Construct validity was determined by a panel of experts and factor analysis (Brosher, 1982). The instrument is composed of 42 questions grouped in to the seven factors as follows: communication improvement, social contact, educational preparation, professional advancement, family togetherness, social stimulation, and cognitive interest. These questions were arranged to form a 42-item Likert scale with four scoring categories. Participant response options were (1) no influence, (2) little influence, (3) moderate influence, and (4) much influence. Scores for all of the items on a particular factor were summed to form an index of participation for that factor. Reliability coefficients for the seven factors in the present study were as follows: 0.79 (communication improvement), 0.90 (social contact), 0.75 (educational preparation), 0.80 (professional advancement),0.89 (family togetherness), 0.76 (social stimulation), and 0.81 (cognitive interest).

Data Analysis

Of the 85 surveys distributed, 83 (97.6%) provided usable data to be analyzed. A variety of analytical techniques were used to answer the two research questions. Descriptive statistics were used to present the means and standard deviations of the seven motivation factors. A one-way analysis of variance model was used to determine if a significant difference existed between the means of the seven factors. Tukey's Honestly Significant Difference (HSD) post-hoc procedure was used to determine which factors differed significantly (Gravetter, & Wallnau, 1988). All tests of significance were conducted at alpha = .01.

Findings

The means and standard deviations for the seven factors were as follow: communication improvement 2.13 (0.68), social contact 1.66 (0.68), educational preparation 2.86 (0.70), professional advancement 3.31 (0.70), family togetherness 1.89 (0.78), social stimulation 1.61 (0.64), and cognitive interest 2.64 (0.71). Standard deviations for each factor are enclosed in parenthesizes. The analysis of variance model produced a significant $F(6, 574) = 71.27$. Tukey's HSD post-hoc procedure identified a number of differences among the various factors. Specifically, the factors in which the mean difference is greater than 0.375 were statistically significant.

Conclusion and Implication for Practice

Study participants were not a probability sample and as a result may not necessarily be representative of all vocational teacher education students at CSUSB. On a positive note, the 85 study participants did represent all the students enrolled in the vocational teacher education program during the 1996 winter quarter. Further, usable data was provided by 97.6% ($n=83$) of these 85 study participants. Both the high rate of participation and the high percentage of usable questionnaires enhance the credibility of the findings of this study.

Clearly, a significant and a practical difference exists in the level of motivation to participate in distance education among vocational teacher education students in relation to the seven factors of Broshier's (1982) Education Participation Scale. The highest reported level of motivation was for the factors professional advancement and educational preparation with means and standard deviations of 3.31 (0.71) and 2.86 (0.70) respectively. The lowest reported level of motivation was for the factors social contact and social stimulation with means and standard deviations of 1.66 (0.68) and 1.61 (0.64) respectively. Obviously, vocational teacher education students participating in this study are motivated to participate in distance education when that involvement will result in professional and educational advancement. As social interaction of any kind was of little interest to the vocational teacher education participants in this study, distance education administrators, when planning programs for vocational education teacher students, should develop programs to both the professional and educational advancement of participants while at the same time limiting the focus on social interaction.

Recommendations for Future Research

Based on a review of the literature and an analysis of the data, the following recommendations for future research are offered:

1. A replication of this study with a population from which a larger probability sample can be drawn should be conducted. A larger sample would allow for the development of a MANOVA model in which variables such as employments status, gender, and student status could be analyzed for their impact on the motivation to participate in distance education. The use of a probability sample would allow for enhanced generalizations.
2. Other variables such as age, level of education, miles traveled, and technology orientation should be included if future studies assessing the motivation to participate in distance education. The inclusion of these variables in future studies could provide valuable insight into what motivates students to participate in distance education.

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The Carteret/Craven/ECU Partnership: Putting CU-SeeMe Internet Technology to Work

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Introduction

In response to North Carolina General Assembly HB 230 (1995) the Department of Business, Vocational, and Technical Education (BVTE) began a pilot project with Carteret Community College and Craven County Community College fall semester, 1996. The bill was written *"to establish pilot degree programs at such off-campus locations as community college campuses, especially those with higher proportion of college transfer student enrollment, sites easily available to military personnel, and sites remote from constituent institutions' main campuses."* Consequently, the project goal is to deliver cost-effective undergraduate degree programs to students who would otherwise not have access to that educational opportunity. Furthermore, these goals are to be accomplished by (1) *utilizing distance delivery strategies* and (2) *offering programs based upon needs identified in "underserved" areas.*

Four universities, Appalachian, East Carolina, UNC-Pembroke, and UNC-Wilmington, were selected for the pilots. As a result of a needs-based analysis, ECU pilot programs were developed in Middle Grades Education, Industrial Technology, and Information Processing/Administrative Services (ASIP). The ASIP program is a four-year BSBE program based on developing communications skills, management skills, administrative office skills and computer skills. Consequently, the program is a natural progression for students coming from community college programs in business administration, business technology, and administrative office technology. With approximately half of the major courses in the program being hands-on computer courses, the information processing program was ideally suited for electronic delivery.

Technology Components of the Program

After exploring various methods of delivering the program to the remote sites, the Internet seemed like a perfect delivery system for the project since it is an inexpensive medium that can provide interactive desktop video conferencing and numerous ways to communicate remotely in real time. Therefore, the pilot program was designed to take advantage of present Internet technology to provide instruction for the 23 students in the ECU ASIP pilot program at the remote sites in Morehead City and New Bern. The primary Internet tools used in the project include a web server, an e-mail server, an FTP server, and a CU-SeeMe reflector site.

The Host Computer

A Pentium™ computer equipped with requisite server software and hardware and 64mb RAM serves as the host computer for the project. This computer's main function is to provide access to the BVTE web site and serve as a central file distribution system for the project.

Web Server

Web server software makes it possible to provide access to basic instructional materials that are necessary for the pilot program. Consequently, a Pilot Project Homepage provides student access to the course syllabus, other basic information pertinent to the course, weekly assignments and any general information that needs to be disseminated among the class participants. The web page is the first place the pilot students check each week to get assignments and other relevant information

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regarding their class activities. They then have the option of printing the web pages or referring to them concurrently as they complete assignments on computers at the remote sites or at their homes.

E-Mail Server

A second function of the host computer is to provide e-mail service for the students. PostOffice e-mail server software provides e-mail accounts and service so that students can have access and easily maintain communications with the course instructors. Each student is provided with a copy of Eudora Light e-mail software to facilitate communication with the course instructor from home, work, or the remote sites.

FTP Server

A FTP (file transfer protocol) server enables students to easily download and upload files that are necessary for completing their assignments. For example, PowerPoint presentations and other document files are prepared by the instructors and placed on the server for students to download. The students can then peruse the presentations or documents on their own, or in a group as part of the formal instruction that the instructor provides on a weekly basis. Also, the FTP server makes it possible for students to transmit data files of completed class assignments back to the instructor at the university where In-Out boxes have been set up on the server for file exchange.

CU-SeeMe

The final Internet component in the project is CU-SeeMe. CU-SeeMe has several features that contribute interactive resources to the project.

The first, and most essential component, is interactive audio and video. A multimedia computer at each remote site is equipped with a Quick Cam video camera that provides the instructor with live audio and video during the class sessions. The instructor's multimedia computer is also equipped with a video camera. Thus, this provides for live interactive activity among the students and the instructor.

A second component of the CU-SeeMe software is a *"chat"* feature that allows the participants and instructor to type messages back and forth. This feature is extremely useful in situations where technical difficulties with the audio-video components have made it necessary to rely on the chat feature to communicate.

The third feature of CU-SeeMe is the White Pine Board (*white board*). The white board is a bulletin board program that operates with "Paint"-type tools and transmits its contents to all sites. Files can be loaded into the white board, text and graphic objects can be pasted onto the white board, or the white board can be used like a chalkboard to type and draw on.

Finally, CU-SeeMe provides several options in communicating among sites. For example, it provides a direct connect for two computers, which is similar to one person calling another by phone. For interaction among three or more classrooms (or sites), a reflector site was established through the ECU School of Education EastNet server. Up to eight computers can participate in a conference through the reflector site.

Other Components

Finally, each site has a high-intensity LCD projection system that projects the computer display onto a screen so that all students can see the instructor, students at the other sites, the chat window or white board. The students are encourage to actively use CU-SeeMe to ask questions of the instructor and to interact with the other students in group dynamics or to clarify points they make in discussions.

In conjunction with the communications technology, other software programs are used to facilitate instruction. For example, by using the revision tools in Microsoft® Word, instructors can show changes that should be made in documents for business communication courses or document processing courses. CDs for Windows® 95 and Windows® 95 Office are used to demonstrate procedures for using applications software, and a fascinating program called ScreenCam is used to record activity on a computer screen, complete with sound annotations, to provide instruction in microcomputer applications courses. Powerpoint presentations can be transformed into web pages

using Internet Assistant, and video clips can be developed by the instructor and placed in the student out boxes for distribution to the class. A Hewlett Packard™ SureStore CD writer makes it possible to digitize an entire lecture or activity and create a CD that can be electronically or physically delivered to the remote sites.

Administration of the Program

The pilot is administered by the ECU Continuing Studies Office with a remote office on the Carteret campus. The administrative staff, consisting of a director and administrative support person, manage the project for all three ECU programs. The director travels to the Craven campus twice a week and once a week to the ECU campus.

The pilot had to be designed to provide all students the opportunity of completing their program within the four-year pilot period. Consequently, the BVTE plan was developed to offer all senior-level courses within a two and a half year time period. In the remaining time, courses are repeated to enable students who have missed previous courses to complete their degree. Two BVTE content courses are offered each semester including each of the two summer sessions. Instructors who participate in the program work as a team; and by dovetailing their site activities, at least one instructor is at one of the remote sites each week. In a typical month, an instructor would teach the course twice from Greenville and once from each remote site. At the beginning of each semester the instructors usually spend a whole month at the sites making sure that the technology is working and getting to know the students.

In conjunction with the core content courses, one other required course (such as management, psychology, etc.) is provided each semester by other ECU departments. Finally, if the pilot students have not yet completed their AS degrees or if they are lacking required freshman or sophomore courses, they have an opportunity to take those classes concurrently at their community colleges while participating in the pilot project.

Conclusion

The BVTE pilot program has provided the opportunity for ECU and Carteret and Craven Community Colleges to become partners in an exciting venture. Using new Internet technology has truly been an exiting and challenging experience for the instructors as well as the students. By participating in this pilot program, the BVTE faculty has gained valuable experience in developing and delivering distance education courses using Internet technology. Since junior/senior level courses for the entire Information Processing/Administrative Services curriculum will have been developed to use the distance education strategies and technology, future classes can be offered to regular students on campus as well as other remote sites (and even homes) using the same strategies and technologies.

KFC and Central High School: A Partnership at Work

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Introduction

In 1990 KFC and Central High School's Business Management/Entrepreneurship Magnet began a partnership that has provided students with the opportunity to learn and earn at the same time. Students learn how to run a business in the classroom and earn scholarship money by actually operating a KFC restaurant on the school campus. The KFC Young executive Management Program emphasizes developing management and business skills that can be used throughout a student's professional life.

KFC provides Central High School (CHS) with a KFC Mobile Unit which is located in the front parking lot of the school. The unit is called mobile because it actually is on wheels, and can be transported around the country. The restaurant is operated by the students in the Business Magnet program and by the KFC Resource teacher, Kelly Leonard. KFC generously provides the funding for all unit maintenance, uniforms, food product, etc. needed to operate the business. The fact that the school is located in Louisville, Kentucky, home of the KFC World Headquarters, facilitates the success of the partnership. The school is able to take advantage of corporate and restaurant support.

Operating hours are Tuesdays and Thursdays from 10:30 a.m. to 3:00 p.m. During the school day the mobile unit sells primarily to the CHS faculty and staff and the surrounding business community, and then to students after school, as not to compete with the school lunch program. Students are responsible for every aspect of running the business. As sophomores and juniors, students are trained and begin working in the mobile unit. They are trained in customer service, product quality, cash register operation, food preparation, and cooking. Senior business magnet students learn about the various management positions and apply to specialize in one of the following areas: general or assistant restaurant manager, operations, marketing, financial, public relations, training, risk, restaurant support, or human resources.

After management positions have been assigned, the class completes and presents a mobile unit marketing plan. Each student manager is responsible for carrying out their part in the marketing plan. Every six weeks employee evaluations are conducted by human resources and general managers. Operating the business gives students real life experience in how to operate under pressure, how to manage their time, and how to be flexible, creative and efficient. At the end of the year senior managers apply and interview for scholarships. Each year a committee of CHS staff and KFC representatives decide how to award the money that has been made from the mobile unit's operation that school year into student scholarships.

Classroom Connection

Everything students learn in the classroom is directly applied to the operation of the mobile unit. Sheri Duff is the Business Magnet classroom teacher and teaches the Business Magnet curriculum. All CHS students are exposed to all magnet programs offered at Central. If at the end of the freshman year students choose and are accepted into the Business Management/Entrepreneurship

Magnet, they will remain in the program for the next three years.

The three-week Business magnet component concentrates on career exploration in management and owning a business. Students participate in a computer simulation during the rotation. Sophomores students study Accounting I during the first semester, and Applied Economics in the second semester. In conjunction with the economics curriculum, students participate in the Junior Achievement program. A business consultant comes one day a week to help teach students about owning and operating a business and to participate in a stock market game. The junior year concentrates on entrepreneurship, business communications, and international business. During the course of this year students develop a business plan, build a business from the ground up, create a scale model, and make a formal presentation concerning the business to a committee of business professionals. Students also undergo in-depth training in employability skills. The senior Business Magnet students earn two credits. The first is for classroom instruction, and the second is maintaining a management position in the KFC mobile unit. The course is designed to help the student to develop fundamental business management skills through the completion of individual and small group projects. Specific skills to be developed include decision making, flexibility, teamwork, organization, verbal and written communication, forecasting, professionalism, and interpretation of financial documents.

Summary

In summary, the KFC and Central High School Partnership has been very successful in providing students with real-life work skills, opportunity for employment, and scholarships. It truly is a *"Partnership at Work."*

Survival Skills for Business and Marketing Education

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Introduction

In a business world that is constantly changing, keeping up to date in the content area has become more important today than ever before for business and marketing teachers. In addition to knowing the content area, teachers must possess certain skills or competencies that will help them survive the opportunities and challenges in the classroom. The following are survival skills or tips that should help business and marketing teachers be more effective in the classroom.

Teachers Possess a Sense of Humor

Laughter in the classroom by the teachers and the students is perhaps the best therapy. Teachers need to take themselves less seriously and look for the funny side of things. They will be more relaxed and able to handle the serious side of life. Laughter sometimes may indeed be the best medicine to cure an ineffective classroom.

Teachers are Mentors

Teachers are really mentors who see potential in other people and spend time helping them grow and develop. Teachers encourage different perspectives by presenting contrasting ideas, disagreeing at time, and often helping to prevent mistakes. They always speak well of their students in school and in public and have the ability to open new opportunities for learning.

Teachers Must be Flexible

Business and marketing teachers need to be flexible and stop teaching the way they did 5, 10, 15, or 20 years ago. Some teachers are such creatures of habit that their character is locked into place. Students change. Curriculum changes. Teachers must change and be more creative in the classroom. Some teachers fail to be effective because they have grown so familiar in the comfort zone of their teaching that they are afraid to be flexible and meet the challenges in the classroom.

Teachers Must Have Good Attitudes

The attitude that teachers exhibit should be positive and assertive without being overly confident and aggressive. Teachers with positive attitudes think what They respect other's opinions and are positive about changes. Teachers who have a negative attitude don't smile, have few interests, don't like to change, make excuses, blame others for mistakes, and force their own opinions on others.

Teachers Must be Professionally Involved

Through increased communications with professionals in specific fields, teachers have the opportunity to keep their skills and knowledge current. Professional associations at the national, regional, and state levels provide their members with the exposure to new information on technology, methods of teaching, content in the teaching area, and journals that relate to business and marketing courses. Also, professional associations provide the opportunity to develop leadership skills through participating in various conferences on all levels, serving on committees, participating in discussion groups, and serving as an association officer. An association is only as good as the leadership of its members and officers. Therefore, all business and marketing teachers should be members of their respective association.

Teachers Must Accept and Teach Responsibility

Effective teachers recognize that they are in control of their teaching behavior and behavior has a strong influence on students. Teachers set an example and give students choices. Teachers should express their appreciation when they notice that students take responsibility and should give students an opportunity to correct their mistakes. Teachers must accept responsibility for their own actions but not necessarily take credit for their achievements.

Teachers Must be Good Listeners

Few people are very good listeners because they are too busy thinking about what they want to say next. Teachers often hear what students are saying, *but are they really listening?* Effective teachers are active listeners, and there are many things that teachers can do to become better listeners.

Teachers Must be Assertive

If you want something done, ask a busy person. Successful teachers are often given an endless array of tasks because they are dependable. Sometimes these tasks play havoc with their time management. The major reason the word no isn't used more often is because teachers are afraid to offend others. Teachers should remember to treat other as they like to be treated. If teachers are asked to do a task and don't have the time to do it, tell the truth. Before saying no, however, show concern by offering suggestions that may help the person making the request. This method of saying no shows your concern and doesn't offend anyone.

Teachers Should Never Stop Learning

Learning is a lifelong process; effective teachers never stop learning. If business and marketing teachers are truly interested in their profession, they need to be challenged and stay current.

Teachers Must Not be Failures

When teachers fail in the classroom, the cause is due to corrective issues. Such things as failing to communicate expectations, giving good directions, providing immediate feedback, giving appropriate recognition, and realizing the impact of a situation are all examples of issues that can be altered.

Summary

Teachers should strive to do their best. They should learn from previous experience what factors keep them from doing their job effectively and then work to solve them. Teachers will be more productive if they love what they are doing. Teachers should believe in themselves and help their students to do the same. They should be enthusiastic in the classroom and realize that they are role models who are responsible for shaping students' minds and futures.

Exploring the Internet

Patricia I. Wilson

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Introduction

Everyone, it seems, is rushing to get on the information super highway—the Internet. When we listen to our television news in the evening, we are invited to visit the local station's homepage; when we listen to editorials on the radio or read them in the newspaper, we are invited to respond through e-mail; when we followed the presidential candidates on their paths to becoming the last remaining candidate, we were asked to visit their home pages on the Internet. E-mail addresses are routinely printed on business cards and web page addresses are printed on letterheads and other promotional materials distributed by businesses.

What is the Internet?

The Internet is a network of networks. When computers became an essential piece of equipment both in offices and homes, the need to communicate faster became a necessity. Our thirst for information has contributed to the rapid growth of the Internet. In its infancy, the Internet was the playground of computer technologists, universities, and government research labs where it was used primarily for research purposes. Databases could be searched for files that could be downloaded in much less time than it would take to have a hard copy sent by mail.

The introduction of the World Wide Web (WWW) in 1992 increased the fascination with the Internet. The World Wide Web can be accessed through a graphical user interface (GUI) that allows you to access databases and files by pointing and clicking on hypertext links and pictures or icons, much the same as you do in Windows. The WWW also includes full motion videos and sound. A web site address (URL) begins with http://...and is called a homepage. From the home page, *links* are provided to other web sites and databases.

What can you do on the Internet?

The most popular use of the Internet is for electronic mail which allows users to send messages between computer accounts. The e-mail address is very descriptive, much like your postal mail address. It contains a *username*, *a host site*, and a *domain name*. **The username is your personal identification** *(your name in a postal mail address)*; **the host site is your address** *(your street address in a postal mail address)*; and **the domain name is the type of business or organization that your address represents** *(the city and state address in postal mail)*. Following is an example of an e-mail address: **aampiw01@asnaam.aamu.edu**. The *aampiwo1* is the personal identification, *asnaam* is a connection to the Alabama super computer, *aamu* is the Alabama A & M host site, and *edu* is the domain name for an educational institution. Other popular domain names are *org* for organization, *com* for commercial business organization, and *gov* for a government organization.

Discussion groups are the second most popular use of the Internet. Whatever your interests may be, there is a discussion group on the Internet that discusses that topic. Whether you are interested in gardening, sports, medieval cultures, pig farming, women's issues, cooking, soap operas, or Elvis, there is a discussion group that addresses that topic. Conferences are also held in real time where you can participate in live discussions with others on topics of interest to you.

The Internet is used not only for e-mail and discussions, but also for advertising and selling products. There are online shopping networks from which you can shop and have gifts sent to anyone in the world or to yourself. A wealth of information can be obtained from online data-

bases. You can find the best airline accommodations and the lowest fares; you can get up-to-the minute stock quotes; you can access the news even before it reaches your local radio or television station; or you can even track your FedEx packages. If you will be traveling to other cities or states, you can find the forecast for the weather in the city you will be visiting. You can put your resume on line if you are seeking employment, or search the resume database if you are looking for an employee. If you are in the market for a new home, you can take a virtual home tour through your local real estate office. Possibilities of what are available on the Internet are limitless.

How Can You Get Connected?

Many commercial online services such as CompuServe, America Online, and Prodigy, provide service for homes and businesses which allows for electronic communication through the use of a modem and a telephone line. Commercial online services provide access to online databases, news groups, forums, discussion groups, and electronic mail. In 1994, commercial online services began providing access to the Internet and the World Wide Web. You can also connect via modem and phone line through an Internet Service Provider such as Netcom, PSINet, Uunet, Hiiway, or Traveller. The fastest connection is a direct connection usually provided by your school or business.

Afterthoughts

Even though the Internet is in its infancy, it is having a tremendous impact on homes and businesses alike. Host sites are literally doubling daily. The Internet is redefining communication and access to information at a very rapid pace.